



University
of Glasgow

College of Social
Sciences

College of Social Sciences

Research Training Handbook

2021-2022

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1 Overview of the RTP

1.1 Introduction

Welcome to the College of Social Sciences Research Training Programme (RTP)! While we hope to provide you with a Research Training Programme that will stretch and stimulate you, providing you with the necessary skills to further your research career, we also hope that you will enjoy your time here. We want to make you feel as welcome as possible and it is the goal of everyone in the RTP team to make themselves accessible and approachable. If there is anything you are not sure about, please don't hesitate to contact us (through the RTP Administrator in the first instance - socpol-pgt-rm-courses@glasgow.ac.uk).

This handbook has been designed to provide an overview of the RTP, and to summarise the University regulations you are most likely to need during your studies. Sections worded 'the student **must**' or 'the student **is required**' should be given particular attention since they constitute the regulations of the Graduate School. This handbook does not, however, cover information about registration, or payment of tuition fees. For this information you can visit the Registry Website - <http://www.gla.ac.uk/services/registry/index.html>).

It is worth pointing out at this stage that errors do occur and there is always room for improvement, so if you have any comments on content or omissions for this Handbook please contact the RTP Administrator.

All new PhD students are strongly advised to attend all or part of the RTP. A significant number of Masters students are also required to complete elements of the RTP as part of their programme. You should discuss your participation with your supervisor(s) prior to the start of formal teaching as a **matter of urgency**. MRes and MSc students are also eligible to take all or part of the RTP. A guide to which courses you should be signed up to is available on the next page, follow the table to your degree subject.

Part-time PhD students can spread their training over two years, as can part-time Masters students, provided they have the permission of their course co-ordinator. Postgraduate students not in their research training year or not from designated Masters courses may also be able to attend subject to the agreement of the Dean of the Graduate School Duncan.Ross@glasgow.ac.uk copying to the Research Training Programme Administrator, socpol-pgt-rm-courses@glasgow.ac.uk

1.2 Structure of the Research Training Programme (RTP)

The lectures and tutorials that make up the RTP are intended to equip students with competency in the following areas:

1. Research Design (semester one)
2. Qualitative Methods (semester one)
3. Quantitative Data Analysis (semester one and two)
4. Introduction to Social Theory for Researchers (semester two)
5. Applied Qualitative Methods (semester two)
6. **Generalised Linear Models (semester two) – this course is not currently active.**

Please ensure you complete the register for each class you attend.

As well as meeting the needs of postgraduate research students the RTP aims to provide appropriate input into the following designated Masters/Diploma courses.

The table below lists College of Social Sciences courses (RD, QM, QDA, AQM, GLM & ITSTFR) which are included in each programme.

For a full programme curriculum (including subject courses) please contact your programme coordinator.

PROGRAMME	RTP MATERIAL INCLUDED IN PROGRAMME
MSc Chinese Studies <i>(Dr Neil Munro)</i>	<u>Optional</u> Qualitative Methods Research Design Quantitative Data Analysis
MRes Criminology <i>(Dr Juliet Berg)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis
MSc Criminology and Criminal Justice <i>(Dr Juliet Beg)</i>	<u>Compulsory</u> Research Design
MRes Equality & Human Rights <i>(Dr Dominic Pasura)</i>	<u>Compulsory</u> Research Design Qualitative Methods Applied Qualitative Methods Quantitative Data Analysis
MSc Equality and Human Rights <i>(Dr Dominic Pasura)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MSc Global Economy <i>(Duncan Ross)</i>	<u>Compulsory</u> Research Design
MSc Global Health <i>(Dr Cindy Gray)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MRes Global Migrations & Social Justice <i>(Dr Teresa Piacentini)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis
MSc Global Migrations & Social Justice <i>(Dr Teresa Piacentini)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MRes Global Security <i>(Dr Adrian Florea)</i>	<u>Compulsory</u> Research Design Qualitative Methods <u>Recommended</u> Qualitative Data Analysis
MSc Global Security <i>(Dr Adrian Florea)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MRes Human Geography: Spaces, Politics, Ecologies <i>(Dr David Featherstone)</i>	<u>Compulsory</u> Qualitative Methods Quantitative Data Analysis

MRes Human Rights and International Politics <i>(Dr Katherine Allison)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis
MSc Human Rights and International Politics <i>(Dr Katherine Allison)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods OR Quantitative Data Analysis
MRes International Relations <i>(Dr Bernhard Reinsberg)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods Quantitative Data Analysis
MSc International Relations <i>(Dr Bernhard Reinsberg)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods OR Quantitative Data Analysis
MRes Law <i>(Prof Emiliios Christodoulidis)</i>	<u>Compulsory</u> Qualitative Methods OR Quantitative Data Analysis
MRes Management <i>(Prof Anna Morgan-Thomas)</i>	<u>Compulsory</u> Qualitative Methods Quantitative Data Analysis <u>Optional</u> Applied Qualitative Methods Introduction to Social Theory for Researchers
MSc Media, Communication & Journalism <i>(Dr Catherine Happer)</i>	<u>Compulsory</u> Research Design
MRes Political Communication <i>(Dr Sergiu Gherghina)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis
MSc Political Communications <i>(Dr Sergiu Gherghina)</i>	<u>Compulsory</u> Research Methods OR Qualitative Methods OR Quantitative Data Analysis
MRes Public Policy Research <i>(Dr Amin Kamete)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis <u>Optional</u> Applied Qualitative Methods Introduction To Social Theory For Researchers

MSc Public Policy & Management <i>(Dr Amin Kamete)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MSc Public and Urban Policy <i>(Dr Amin Kamete)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MSc Research Methods of Psychological Science <i>(Dr Martin Lages)</i>	<u>Compulsory</u> Qualitative Methods
MRes Russian, Central & East European Studies <i>(Prof Clare McManus)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis
MSc Russian, Central & East European Studies <i>(Prof Clare McManus)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MSc Sociology <i>(Dr Greti-Iulia Ivana)</i>	<u>Compulsory</u> Research Design OR Qualitative Methods
MRes Socio-Legal Studies <i>(Prof Emiliios Christodoulidis)</i>	<u>Compulsory</u> Qualitative Methods Quantitative Data Analysis Applied Qualitative Methods OR Introduction to Social Theory for Researchers
MRes Sociology & Research Methods	<u>Compulsory</u> Research Design Quantitative Data Analysis Qualitative Methods Applied Qualitative Methods
MSc Transnational Crime, Security and Justice <i>(Dr Juliet Berg)</i>	<u>Compulsory</u> Research Design
MSc Urban Analytics <i>(Dr Qunshan Zhao)</i>	<u>Compulsory</u> Quantitative Data Analysis
MRes Urban Research <i>(Dr Amin Kamete)</i>	<u>Compulsory</u> Research Design Qualitative Methods Quantitative Data Analysis <u>Optional</u> Applied Qualitative Methods Introduction To Social Theory For Researchers
MSc Urban Transport <i>(Dr Jinhyun Hong)</i>	<u>Compulsory</u> Quantitative Data Analysis

Please note that **attendance records** are taken at all RTP classes and that a statement regarding overall attendance is often requested by prospective employers along with a summary of academic performance.

1.3 Objectives

The RTP is designed to explore basic issues in research methodology, philosophy and data analysis, and to familiarise students with a range of practical research issues and techniques. The course format will include a Research Training Programme Induction followed by a series of weekly meetings comprising lectures and tutorials. The session is spread over two Semesters.

One of the features of this programme is the use of multiple modes of teaching practice. These vary from:

- Formal lectures*
- Discussions*
- Bibliographies, lecture handouts and other supplementary teaching materials for each topic
- Student presentations of research topics in the context of a peer group environment, where choice of research subject and initial methodological approaches are discussed
- A range of practical tools and case studies will be used together with hands-on experience of interviewing, questionnaire design, participant observation and other qualitative techniques
- Analysis of a range of real-life data sets using appropriate computer statistical packages

*In light of the ongoing public-health situation these may be online at times or for the whole term.

1.4 Certificate in Social Science Research Methods (CSSRM)

This is available to postgraduate research students (not Masters) in the Graduate School subject to them meeting the required criteria. To qualify for the Certificate in Social Science Research Methods, students will normally need to have satisfied the programme attendance requirements and complete all forms of assessment for the following core courses:

- Research Design (SPS5041) - semester 1
- Qualitative Methods (SPS5042) - semester 1
- Quantitative Data Analysis (URBAN5127 or SPS5033) - semester 1 or 2

Students must further complete ONE of the following optional courses:

- Introduction to Social Theory for Researchers (SPS5036) - semester 2
- Applied Qualitative Methods (SPS5035) - semester 2
- **Generalised Linear Models (SPS5032) - semester 2 (course is not currently active)**

Students are required to complete the three core courses and one optional course within two academic years.

1.5 Summary of Core Courses in the RTP

Research Design MSc (SPS5034)

Semester 1

Coordinator(s): Dr Thees Spreckelsen

Duration: 32 hours (11 x 2 hour lectures & case-studies (online live & pre-recorded), 10 x 1 hour online tutorials)

This course aims to provide students with a broad overview of different research designs in social sciences. A research design is a blueprint that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way. There is a range of different designs, such as longitudinal and cross-sectional, or experimental and observational research designs. The choice of research design should suit the research question to be answered. The research design determines which methods can be used to answer the question. Research design for qualitative and for quantitative research as mixed-methods designs exist. The course aims to provide an introductory overview across these types of research and expose students to a range of advanced methods that are mostly commonly employed across social sciences. It improves students' skills around developing a strong and robust research design and outlines clear guidelines for distinguishing good research from bad research. In addition to exposure to a variety of designs and corresponding methods as well as the different stages of the research process, students will learn how to combine these different elements in order to increase the quality of their own research. At the end of the course, students should be able to make an informed decision on how to select a good research question, how to select cases, how to measure and collect data, and what methods to choose for the analysis in their own prospective research. Rather than selecting methods by personal taste or abilities, students will be enabled to select appropriate methods in an informed way in order to maximise the validity of the findings they generate.

Research Design PhD/MRes (SPS5041)

Semester 1

Coordinator(s): Prof Mark Tranmer

Duration: 35.5 hours (11 x 2 hour lectures, 9 x 1.5 hour tutorials)

This course aims to provide students with a broad overview of different research designs in social sciences. A research design is a blueprint that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way. There is a range of different designs, such as longitudinal and cross-sectional, or experimental and observational research designs. The choice of research design should suit the research question to be answered. The research design determines which methods can be used to answer the question. Research design for qualitative and for quantitative research as mixed-methods designs exist. The course aims to provide an introductory overview across these types of research and expose students to a range of advanced methods that are mostly commonly employed across social sciences. It improves students' skills around developing a strong and robust research design and outlines clear guidelines for distinguishing good research from bad research. In addition to exposure to a variety of designs and corresponding methods as well as the different stages of the research process, students will learn how to combine these different elements in order to increase the quality of their own research. At the end of the course, students should be able to make an informed decision on how to select a good research question, how to select cases, how to measure and collect data, and what methods to choose for the analysis in their own prospective research. Rather than selecting methods by personal taste or abilities, students will be enabled to select appropriate methods in an informed way in order to maximise the validity of the findings they generate.

Qualitative Methods MSc (SPS5037)

Semester 1

Co-ordinator(s): Dr Nughmana Mirza

Duration: 25.5 hours (11 x 1.5 hour lectures, 9 x 1 hour Dissertation Training Sessions)

Qualitative methods are those research techniques concerned broadly with non-mathematical, naturally occurring and non-experimental research practices that look to uncover the meanings and significance of the wide variety of evidence that social researchers collect. Qualitative research includes a broad range of approaches and techniques. The purpose of the course is to introduce students to a number of the most commonly used of these approaches and techniques. These tools include in-depth interviews and focus groups as well as the gathering of data based on observation and textual information. The course aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in the social sciences.

Qualitative Methods PhD/Mres (SPS5042)

Semester 1

Co-ordinator(s): Dr Phillipa Wiseman

Duration: 25.5 hours (11 x 1.5 hour lectures, 9 x 1 hour Dissertation Training Sessions)

Qualitative methods are those research techniques concerned broadly with non-mathematical, naturally occurring and non-experimental research practices that look to uncover the meanings and significance of the wide variety of evidence that social researchers collect. Qualitative research includes a broad range of approaches and techniques. The purpose of the course is to introduce students to a number of the most commonly used of these approaches and techniques. These tools include in-depth interviews and focus groups as well as the gathering of data based on observation and textual information. The course aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in the social sciences.

Quantitative Data Analysis (URBAN5127/SPS5033)

Semester 1 (URBAN5127) and Semester 2 (SPS5033)

Coordinator(s): Dr David McArthur

Duration: 37 hours (11 x 2 hour lectures, 10 x 1.5 hour tutorials)

The course introduces basic statistics and data analysis from univariate summary statistics up to multivariate linear regression. The main aim of the course is to enable students to summarise, analyse, and present data in valid ways and understand the basics of statistical inference and association as required in quantitative social science research. At the end of the course, students should be able to describe, summarise, and visualise data, calculate the association between variables at various scale levels, understand sampling and inference, test hypotheses with given datasets, quantify the uncertainty arising from data, and apply, interpret, and understand the assumptions of, linear regression models.

At all times, special care is taken to ensure that students can associate the statistical techniques with real-world examples from across the social sciences, and especially a themed example chosen from the set of research themes identified by the College of Social Sciences. In addition to basic statistics, students will acquire computational skills that allow them to apply their newly acquired skills using the statistical computing environment R. The overarching aim is to enable students to transfer these skills to new datasets, possibly including their own research topics. Students will learn how to evaluate theories and claims based on data by selecting the appropriate statistical tools and applying them to the data by hand and by using R. In each session of the course, the relevant concepts are taught using words, numbers, equations, examples, and R code.

Introduction to Social Theory for Researchers (SPS5036)

Semester 2

Co-ordinator(s): Dr Christopher Bunn

Duration: 20 hours (10 x 1 hour lectures, 10 x 1 hour tutorials)

The course will begin with a historical scrutiny of the founding figures of social science. Then, by following the development of distinctive programmes of social research throughout the nineteenth and twentieth centuries, we will explore key theoretical and methodological questions. The emphasis of the course will be empirical in two senses. First, there will be a strong stress on the foundational issues underlying practical empirical research in the social sciences. Second, the teaching of the course will be based firmly upon the close study of original texts. The course will examine the status of the natural sciences as an exemplar of high-status knowledge in our society. It will be argued that the scientific method, thus, provides an effective model for social inquiry. But we will also regard scientific knowledge as itself socially explicable.

Applied Qualitative Methods (SPS5035)

Semester 2

Co-ordinator(s): Dr Jo Ferrie

Duration: 32 hours (11 x 2 hour lectures, 10 x 1 hour tutorials)

This course aims to advance thinking around qualitative methods, and to reflect pragmatically on life in the 'field'. The course focuses much more on how to do research, exploring the link between an ontological position (particularly a politically informed one) and available epistemologies. The course requires students to focus more strategically on designing research, gathering data and analysing materials. Further students will engage with the socio-political and ethical issues which arise as part of these research processes.

Generalised Linear Models (SPS5032)

Semester 2

Coordinator(s) – Prof Mark Tranmer

Duration: 32 hours (11 x 2 hour lectures, 10 x 1 hour tutorials)

This is an advanced course on regression modelling and focuses on the Generalised Linear Model (GLM) and the maximum likelihood principle. These techniques are frequently employed in contemporary quantitative research and can be found in publications across a range of subjects. The course starts where the course "Quantitative Data Analysis" ends. The linear model is re-interpreted as a special case of the generalised linear model, and other outcome distributions of the GLM are introduced, such as models for binary, ordinal, multinomial, count, and event history data. The maximum likelihood principle is discussed as the GLM's main estimation strategy. Advanced specifications, such as interaction terms, random effects, and robust estimation, are introduced. The main objective of the course is to give students a solid working knowledge of regression modelling for various scenarios that go beyond the standard case of the linear model. Students will learn how to apply and interpret generalised linear models and related techniques and acquire a solid understanding of how to model social phenomena with the tools of statistical inference. The statistical techniques are taught theoretically, through the use of examples, and in the statistical computing environment R.

Quantitative Data Analysis is a requisite to sit this course.

****THIS COURSE IS NOT CURRENTLY ACTIVE****

1.6 Quality Assurance

A detailed description of quality assurance measures is given as a separate chapter below. In particular, you should note that:

Course Evaluation (Feedback)

General feedback about the course is obtained from:

- 1 questionnaire given to students via Moodle at the end of each teaching Semester;
- 2 informal comments and questions;
- 3 external examiners course reports.

Appeals

Please refer to the University Appeals Policy and Procedure:

(<https://www.gla.ac.uk/myglasgow/senateoffice/studentcodes/academicappealsstaff/>)

1.7 Summary – College Course Details

Name, Code & Coordinator	Dates, Times and Locations (these are subject to change so please refer to your student timetable and the course Moodle page for any updates)
<p>Research Design</p> <p>SPS5034</p> <p>Dr Thees Spreckelsen / Dr Michael Heaney</p>	<p>Lectures: Mondays 12noon – 2pm from 20th September – 29th November 2021 VENUE: Online (live)</p> <p>Tutorials (ONLINE LIVE): from 27th September – 2nd December 2021</p> <p>Attend 1 per week Tutorial Groups 1-4: Monday 3-4pm Tutorial Groups 5-8: Monday 4-5pm Tutorial Groups 9-10: Monday 5-6pm Tutorial Groups 11-12: Tuesday 1-2pm Tutorial Groups 13-14: Tuesday 2-3pm Tutorial Groups 15-16: Wednesday 10-11am Tutorial Groups 17-18: Wednesday 11am-12noon Tutorial Groups 19-20: Thursday 1-2pm Tutorial Groups 21-22: Thursday 4-5pm Tutorial Groups 23-24: Thursday 5-6pm</p> <p>Summative Assessment Students take two exams, one after the first block and one after the second block of four to five sessions each. The exams combine multiple choice questions (for testing factual knowledge) with decision scenarios, in which the student reads a short paragraph and has to decide on the choice of a measure, method, case selection, or similar. These exams will ensure coverage of all areas of research design, including qualitative and quantitative approaches. After the last block, students deliver a research design based on a scenario (2500 words excluding bibliography). The two exams will each contribute 20%, and the research design 60% of the final grade. The the Instructions for the research design and the scenarios from which students may choose will be made available at the beginning of the term and students are encouraged to work on it throughout the semester.</p> <p>Formative Assessment Students work on the research proposal throughout the semester, including research question, case selection or sampling, data collection, measurement and considerations of validity, ethical and philosophical considerations, and planned methodology. In this students will be supported through a formative assignment whereby they will submit the <i>research question</i> for the proposal, Plus its justification to their tutor and receive feedback.</p> <p>Furthermore, Students will be asked to present the research design elements of published paper as a group in their tutorial.</p>

<p>Research Design SPS5041 Prof Mark Tranmer</p>	<p><u>Lectures:</u> Online Anytime (pre-recorded)</p> <p><u>Tutorials (ONLINE LIVE):</u> Mondays from 4th October – 29th November 2021</p> <p>Tutorial Group 1: Monday 2-3:30pm Tutorial Group 2: Monday 2-3:30pm Tutorial Group 3: Monday 3-4:30pm Tutorial Group 4: Monday 4-5:30pm Tutorial Group 5: Monday 4-5:30pm</p> <p>Summative Assessment Students take two exams, one after the first block and one after the second block of four to five sessions each. The exams combine multiple choice questions (for testing factual knowledge) with decision scenarios, in which the student reads a short paragraph and has to decide on the choice of a measure, method, case selection, or similar. These exams will ensure coverage of all areas of research design, including qualitative and quantitative approaches. After the last block, students deliver a critique of the research design of a published journal article (700-1,000 words excluding bibliography). The two exams and the written critique will each contribute 30% to the final grade, and there is an additional 10% grade for participation in the tutorials and peer-reviewing to ensure active engagement.</p> <p>Formative Assessment Students work on a research proposal throughout the semester, including research question, case selection or sampling, data collection, measurement and considerations of validity, ethical and philosophical considerations, and planned methodology. Students are encouraged to work on their dissertation or thesis topic, but are free to choose a different topic. Twice during the semester, the proposal is submitted for peer review using the University's Aropä system. Each student reviews two proposals, also twice during the semester. Due to the progression of topics in the course, the feedback in the first round will naturally focus more on the research question, theory, and literature review while the second feedback round will focus more on the research design choices. The tutors support the peer review process and writing process in the tutorials.</p>
<p>Qualitative Methods SPS5037 Dr Nughmana Mirza</p>	<p><u>Lectures:</u> Online Anytime (pre-recorded)</p> <p><u>Tutorials/Dissertation Training (ONLINE LIVE):</u> from 4th October – 10th December 2021</p> <p>Attend 1 per week Tutorial Groups 1-2: Tuesday 1-2pm Tutorial Groups 3-4: Tuesday 2-3pm Tutorial Groups 5-6: Wednesday 11am-12noon Tutorial Groups 7-9: Thursday 1-2pm Tutorial Groups 10-11: Friday 4-5pm Tutorial Groups 12-13: Friday 5-6pm</p> <p>Summative Assessment Two individual written assignments (Assignment 1 - 25%, Assignment 2 - 75%) – please refer to the course moodle page for submission dates.</p>
<p>Qualitative Methods SPS5042 Dr Phillipa Wiseman</p>	<p><u>Lectures:</u> Online Anytime (pre-recorded)</p> <p><u>Tutorials/Dissertation Training (ONLINE LIVE):</u> from 4th October – 10th December 2021</p> <p>Tutorial Group 1: Tuesday 1-2pm Tutorial Group 2: Tuesday 2-3pm Tutorial Group 3: Wednesday 11am-12noon</p>

	<p>Tutorial Group 4: Wednesday 11am-12noon Tutorial Group 5: Thursday 1-2pm Tutorial Group 6: Thursday 1-2pm Tutorial Group 7: Friday 4-5pm</p> <p>Summative Assessment Two individual written assignments (Assignment 1 - 25%, Assignment 2 - 75%) – please refer to the course moodle page for submission dates.</p>
<p>Quantitative Data Analysis (<i>semester 1</i>)</p> <p>URBAN5127</p> <p>Dr David McArthur</p>	<p>Lectures: Fridays 10am-12pm from 28th September – 3rd December 2021 VENUE: Online (live)</p> <p>Tutorials: days, times and locations to be confirmed</p> <p>Summative Assessment Two individual assessments (Assignment 1 - 25%, Assignment 2 - 75%) – please refer to the course moodle page for submission dates.</p>
<p>Quantitative Data Analysis (<i>semester 2</i>)</p> <p>SPS5033</p> <p>Dr David McArthur</p>	<p>Lectures: Mondays 12noon-2pm from 10th January – 21st March 2022 VENUE: Online (live)</p> <p>Tutorials/Dissertation Training (ONLINE LIVE): from 17th January – 24th March 2022</p> <p>Tutorial Group 1: Monday 2-4pm Tutorial Group 2: Monday 4-6pm Tutorial Group 3: Thursday 12noon-2pm Tutorial Group 4: Thursday 2-4pm Tutorial Group 5: Thursday 4-6pm</p> <p>Summative Assessment Two individual assessments (Assignment 1 - 25%, Assignment 2 - 75%) – please refer to the course moodle page for submission dates.</p>
<p>Introduction to Social Theory for Researchers (ITSTFR)</p> <p>SPS5036</p> <p>Dr Chris Bunn</p>	<p>Lectures: Online Anytime (pre-recorded)</p> <p>Tutorials: days, times and locations to be confirmed</p> <p>Summative Assessment To be confirmed.</p>
<p>Applied Qualitative Methods (AQM)</p> <p>SPS5035</p> <p>Dr Jo Ferrie</p>	<p>Lectures: Tuesdays 12noon-2pm from 11th January – 22nd March 2022 VENUE: Online (live)</p> <p>Tutorials (ONLINE LIVE): from 18th January – 25th March 2022</p> <p>Tutorial Group 1: Tuesday 2-3pm Tutorial Group 2: Friday 2-3pm</p> <p>Summative Assessment To be confirmed.</p>
<p>Generalised Linear Models</p> <p>SPS5032</p> <p>Prof Mark Tranmer</p>	<p>This course is not currently active.</p>

1.9 The University of Glasgow and the College of Social Sciences

The University of Glasgow was founded in 1451 and moved to its current site in the West End of the city in 1871. Most of the University's 100 academic units are to be found on the Gilmorehill campus, centred on Sir George Gilbert Scott's neo-Gothic main building. With almost 16,000 undergraduate and 4,000 postgraduate students, it is one of the country's largest universities. Today, the University of Glasgow is one of the UK's leading universities with an international reputation for its research and teaching and plays an important role in the cultural and commercial life of the country.

For more information please visit –

<http://www.gla.ac.uk/about/> (University)

<http://www.gla.ac.uk/colleges/socialsciences/> (College)

Students at the University of Glasgow

Every student of the University must register each year and pay the fees appropriate to his or her course of study. Modular students can pay course fees either at the beginning of the year or by instalments during the year. Enrolment takes place on-line using MyCampus and as part of the process, you are required to tick a box confirming that you undertake to observe the University oath.

Please visit this site for more information on Registration –

www.glasgow.ac.uk/services/registry/students/registration

The University Oath (*Sponsio Academica*) translates as:

'I a student in the University of Glasgow solemnly promise that I will fulfil the requirements made by the *Senatus Academicus* in accordance with the regulations of the University and will conform to its discipline and that for the rest of my life, so far as in me lies, I will maintain the honour and welfare of the University' (University of Glasgow Calendar, 2011-12. Gen.2)

All students are subject to the jurisdiction of the Senate in respect of both their studies and their conduct.

The College of Social Sciences

The College of Social Sciences brings together the study of business, education, law, social and political science, as well as the School of Interdisciplinary Studies at the University's campus in Dumfries, and the Adam Smith Research Foundation. Our world-leading research and teaching spans the key social, legal, economic, educational and political questions of the day.

Schools in the College of Social Sciences

- [Adam Smith Business School](#)
- [School of Education](#)
- [School of Interdisciplinary Studies](#)
- [School of Law](#)
- [School of Social and Political Sciences](#)

1.10 Equality and Diversity

The University has the following Equality and Diversity statement that governs policies and practices in teaching:

'The University of Glasgow is committed to promoting equality in all its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment'

The University also has a specific policy on sexual and racial harassment by staff or by students. This states:

'The University of Glasgow is committed to a working and learning environment which is free from harassment, including discrimination, victimisation and bullying, and in which dignity of the individual is paramount. The most significant single factor in addressing harassment is a top-down commitment to a culture where bullying and other forms of harassment are institutionally unacceptable'

The University seeks to encourage greater participation by students with disabilities in higher education and aims to enable such students to participate as fully as possible in University life. Due to the age of many of the University Buildings, access for people with mobility problems is not easy. However, the main University Library and other key buildings are provided with wheelchair access and toilet facilities and the University aims to ensure that classes are moved to accommodation which is suitable and accessible when appropriate.

2 Assessment

2.1 Assessment

A variety of assessment methods are used as appropriate to the subject matter of the different courses. Normally, essays, exercises and project work will be required.

2.2 Reassessment

Students will be permitted reassessment in any taught course for which they have obtained a grade D1 or lower. A candidate will be entitled to one reassessment only in any course.

Reassessment of the dissertation will be permitted on one occasion only, under such conditions as the Examiners may prescribe in each particular case. Normally resubmission should be no later than 3 months after the date of the meeting of the Board of Examiners. All reassessment will be capped at grade C3.

2.3 Progression

In order to **progress** to write a dissertation, students must achieve at least:

- an average of C or above for all taught courses
- at least 75% of the credits for these courses at grade D or above: and
- no marks below grade F

Decisions on progression are at the discretion of the Board of Examiners or Progress Committee, which meet in June. Students who are not permitted to progress may be eligible for the award of a **Diploma (See below)**

Pass/Merit/Distinction and Diploma

In order to graduate with a **Pass** at **Masters** level student must achieve:

- An average of Grade C or better (with at least 75% of the credits for these courses at grade D or above) in all taught courses; and Grade D or better in the dissertation

In order to graduate with a **Merit** at **Masters** level student must achieve:

- An average of Grade B or better for all taught courses and Grade B or better for the dissertation. These grades must be obtained at the first sitting.

In order to graduate with a **Distinction** at **Masters** level student must achieve:

- An average of Grade A for all taught courses and Grade A for the dissertation. These grades must be obtained at the first sitting.

In order to graduate with a **Pass** at **Diploma** level student must achieve:

- An average of Grade D in 120 credits, with not less than 80 of these credits at Grade D or above (a dissertation is not required for the Diploma).

In order to graduate with a **Merit** at **Diploma** level student must achieve:

- An average of Grade B or better for all taught courses. These grades must be obtained at the first sitting.

In order to graduate with a **Distinction** at **Diploma** level student must achieve:

- An average of Grade A for all taught courses. These grades must be obtained at the first sitting.

Marking Scale

The following is the marking scale used by the Research Training Programme

GRADE	BAND	SCORE	DESCRIPTOR
A	A1 A2 A3 A4 A5	22 21 20 19 18	Exemplary attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgment relating to key issues, concepts and procedures. [Fluent command of theory in the analysis of empirical evidence.]
B	B1 B2 B3	17 16 15	Conclusive attainment of most intended learning outcomes. Grounded in a familiarity with a range of supporting evidence, constructively utilized to reveal appreciable depth of understanding. [Shows knowledge of theory as it relates to empirical evidence.]
C	C1 C2 C3	14 13 12	Clear attainment of most of the intended learning outcomes displaying sufficient familiarity with and sufficient analytical grasp of relevant materials. [Sufficient appreciation of the relation between theory and practice.]
D	D1 D2 D3	11 10 9	Partial attainment of intended learning outcomes. Mixed evidence as to depth of knowledge and competence in the deployment of arguments. [Weak command of theory as it relates to empirical evidence.]
E	E1 E2 E3	8 7 6	Deficient attainment of intended learning outcomes, with unconvincing evidence of depth of knowledge and weak deployment of arguments. [Insufficient command of theory as it relates to evidence.]
F	F1 F2 F3	5 4 3	Appreciably deficient attainment of intended learning outcomes, lacking secure basis in relevant factual and analytical dimensions.
G	G1 G2	2 1	Minimal attainment of intended learning outcomes.
N		0	No attainment of learning outcomes.

2.4 Essay Submissions

For the College of Social Science Administered Courses (Research Design, GLM, Qual, AQM, ITSTFR and QDA) students will be required to submit their assignments as stipulated on the respective course Moodle page. For written essay submissions, the University uses Turnitin which is a web-based software package and is intended to support students in their avoidance of plagiarism and to support staff in their detection and prevention of it. More information on the submission process will be available on the relevant course Moodle page.

Please read the information and instructions at the following web page carefully, before using Turnitin: [https://www.gla.ac.uk/myglasgow/leads/staff/telt/telttech/#/similaritychecking\(turnitin\)](https://www.gla.ac.uk/myglasgow/leads/staff/telt/telttech/#/similaritychecking(turnitin)). More information on Plagiarism can also be found in section 2.7 of this handbook.

The assignment should be:

- word processed
- clearly presented

Each assignment must include a title page which supplies:

- student number
- course name
- title of assignment
- course co-ordinator

Title pages must NOT include your name (see Appendix 1 of this handbook for a sample essay title page).

Each assignment must include a completed declaration of originality (see Appendix 7 of this handbook).

The RTP Administrator will email specific assignment submission guidelines approximately 2 weeks prior to each submission deadline.

Penalties for Late Submission

Assignments are a key part of the assessment process. To ensure fairness and consistency, strict time limits must be observed for the submission of assessed work.

Work not submitted by to the required deadline and to the standard outlined above will be subject to a penalty deduction issued by the course co-ordinator.

Attendance

Students must attend all timetabled course sessions. The RTP Administrator must be informed, **via email**, about reasons for absence from any of the RTP core courses, and copies of self-certificate sickness forms or doctor's letters should be provided for absence due to illness. Students whose attendance is unsatisfactory will normally be barred from assessment on the subject(s) concerned at the diet of examinations immediately following the completion of the subject(s).

2.5 Overall performance

If you believe that an on-going medical condition or other personal circumstances is causing an impairment in your academic performance over a substantial period of time, you can ask the Board of Examiners to take this into account. As above, you must tell the Course Co-ordinator **in writing**, and you must submit a full medical or other full report for the Board of Examiners meeting.

2.6 Results

Provisional assessment marks will be recorded on Moodle with final confirmed grades recorded on MyCampus. The RTP Administrator will notify students when provisional grades and feedback are ready to be accessed. You will receive an automated email from MyCampus when final marks have been confirmed and published on MyCampus.

You should note the Registry will withhold results from any student who has a DEBT to the University (Tuition Fee; Library fines etc.)

2.7 Plagiarism

During your time as a student at the University you will carry out a number of assignments - essays, projects, exercises, and the dissertation. You are expected to present your own work and thought, substantially in your own words. However, you will often draw on other people's work from books, reports and articles. Sometimes students are tempted to 'borrow' chunks of material (verbatim or with minor alteration) and use it as their own. **This is plagiarism.**

There is nothing wrong with using other people's information, ideas and occasionally their words in a brief quotation. Indeed, you will be encouraged to read widely and to develop or criticise views expressed by others. However, you must very careful to ensure that any information or ideas which come from outside sources are acknowledged.

Where you use a book or report as a source for your discussion, the work should be cited in the text and included in the bibliography. If you are drawing on interviews then you should make this clear. Direct quotations, such as paragraphs from books or reports, must be placed in quotation marks and the source cited immediately after the quotation. If you are not sure how to acknowledge a source, seek advice from the course co-ordinator or tutor.

An extract from the University's Plagiarism Statement amended by Senate 9 June 2005 is given below:

PLAGIARISM STATEMENT

- 1 The University's degrees and other academic awards are given in recognition of a student's personal achievement. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.
- 2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without acknowledgement of the sources. Special cases of plagiarism can also arise from one student copying another student's work or from inappropriate collaboration.
- 3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism. Work may be considered to be plagiarised if it consists of:
 - a direct quotation;
 - a close paraphrase;
 - an unacknowledged summary of a source;
 - direct copying or transcription.

With regard to essays, reports and dissertations, the rule is: if information or ideas are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and any direct quotation must be placed in quotation marks and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Academic Units should provide guidance on other appropriate use of references in examination conditions.

- 4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

2.8 Extensions procedure

Extensions to assignment submission dates will be considered on two grounds:

- Health problems: you must enclose a letter from your doctor with your application;
- Personal circumstances: you should preferably enclose a letter from your doctor or provide a letter from the Student Counselling and Advisory Service with your application (the Student Counselling & Advisory Service is located at 67 Southpark Avenue, Tel: 0141 330 4528), or provide a letter from your supervisor/course coordinator. For part-time students, periods of exceptional workload in their main employment can constitute extenuating personal circumstances and in this instance a letter from the employer explaining the circumstances would be sufficient.

An application form with supplementary supporting evidence (such as a doctor's note, or letter from employer) should be sent to RTP Administrator via email socpol-pgt-rm-courses@glasgow.ac.uk

- The Application form for applying for an extension can be found on the Research Training Programme webpage.
- The application form will not be considered until supporting evidence is supplied.
- Students will be notified of the decision via email from the RTP Administrator.

EXTENSION APPLICATIONS MUST BE SUBMITTED BEFORE THE ASSIGNMENT DEADLINE DAY

3 Staff & Teaching Resources

3.1 Staff - Names and contact details

In addition to the staff employed directly by the College, staff are drawn from a range of Schools and research units. Their roles and contact details are listed below

Enquiries should normally be made to the RTP Administrator (socpol-pgt-rm-courses@glasgow.ac.uk) within the School of Social and Political Sciences Office in the first instance.

Staff & RTP Roles	Area & Location	Email
<u>Central College Staff</u>		
Dr Duncan Ross Dean of Graduate Studies	Economic & Social History, Lilybank House	Duncan.Ross@glasgow.ac.uk
Prof Mark Tranmer Director of Graduate Training	Social & Political Sciences Adam Smith Building Room 1201	Mark.Tranmer@glasgow.ac.uk
Dr Thees Spreckelsen PGT Research Methods Convenor	Adam Smith Building Room 513	Thees.Spreckelsen@glasgow.ac.uk
Dr Kay Munro Librarian, GUL	GU Library, Hillhead Street	Kay.Munro@glasgow.ac.uk
Mr Stephen Millang Research Methods Administrator	208c, Adam Smith Building, Bute Gardens	socpol-pgt-rm-courses@glasgow.ac.uk

Core Course Co-ordinator

Dr Thees Spreckelsen PGT Research Design (MSc)	Adam Smith Building Room 513	Thees.Spreckelsen@glasgow.ac.uk
Dr Michael Heaney PGT Research Design (MSc)	Adam Smith Building, Room 814	Michael.Heaney@glasgow.ac.uk
Dr Nughmana Mirza PGT Qualitative Methods (MSc)	Ivy Lodge, 63 Gibson Street	Nughmana.Mirza@glasgow.ac.uk
Prof Mark Tranmer Research Design (PhD/MRes)	Adam Smith Building Room 517	Mark.Tranmer@glasgow.ac.uk
Dr Phillippa Wiseman Qualitative Methods (PhD/MRes)	Adam Smith Building Room 204c	Phillippa.Wiseman@glasgow.ac.uk
Dr Jo Ferrie Applied Qualitative Methods	Adam Smith Bulding Room 1001	Jo.Ferrie@glasgow.ac.uk
Dr Christopher Bunn Introduction to Social Theory for Researchers	Inst for Health and Wellbeing, Bute Gardens	Christopher.Bunn@glasgow.ac.uk
Dr David McArthur Quantitative Data Analysis	7 Lilybank Gardens	David.McArthur@glasgow.ac.uk
Prof Mark Tranmer Generalised Linear Models	Adam Smith Building Room 1201	Mark.Tranmer@glasgow.ac.uk

Option Course Co-ordinators

Dr Duncan Ross Globalised Economy Business in the Global Economy	Economic & Social History, Lilybank House	Duncan.Ross@glasgow.ac.uk
Dr Daniel Mackay Further Epidemiology & Statistics	Public Health, 1 Lilybank Gardens	Daniel.Mackay@glasgow.ac.uk

<p>Dr David Featherstone Conceptualising Human Geography 1: Space, Policy & Power</p> <p>Conceptualising Human Geography 2: Geographical Engagements</p> <p>Researching Human Geography: Design, Methods & Ethics</p>	<p>Geographical & Earth Sciences, East Quad, Main Building</p>	<p>David.Featherstone@glasgow.ac.uk</p>
<p>Dr Angus Ferguson Studies of the History of Medicine before 1850</p> <p>Studies of the History of Medicine 1850-2000</p>	<p>Economic & Social History, Lilybank House</p>	<p>Angus.Ferguson@glasgow.ac.uk</p>

3.2 Pastoral Resources

There are a range of pastoral support and student guidance systems in place for students on the RTP:

Masters Course Co-ordinator / PhD Supervisor

The Course Co-ordinator's role is to supervise the delivery of the Course and monitor the overall student experience. He/she may be called upon to advise students as a group or individually on their performance, concerns or complaints on progression. He/she will deal with queries from students, employers and staff. The Course Co-ordinator also has responsibility for monitoring the progress of students who have temporarily withdrawn or are completing work after attendance of the course has finished. For those doing a research degree, a similar role is played by the designated supervisor(s).

Course Co-ordinators / Tutors

Students are encouraged to approach course co-ordinators and tutors with any concerns about issues relating to a particular course or to discuss progress. Co-ordinators must provide advice on assignments and appropriate feedback on work. They may arrange additional tutorial support in cases of individual personal extenuating circumstances and where students are required to resubmit work. Consultation hours of teaching staff are regularly posted on the co-ordinators door or on the relevant Academic Unit's Noticeboard.

Director of Graduate Training

In addition to the above, students are free to contact the Director of Graduate Training regarding difficulties on any of the core RTP courses, **in writing** (or email the RTP Administrator to action) particularly where issues cannot be resolved with individual Course Co-ordinators.

Dean of Graduate Studies

Students may also consult the Dean of Graduate Studies, if all other consultations have failed to resolve issues. To make an appointment, contact the CoSS Graduate School.

Student Learning Service (includes - Effective Learning Service)

The SLS offers small group classes, in-course lectures and individual appointments to help you get the most out of your study. The service is available to all taught students and can advise on any learning issue throughout your university career. Popular topics include:

- essay writing
- note making
- communication skills
- exam revision
- critical analysis
- time management

The SLS is based in the Round Reading Room, also known as the McMillan Reading Room, E1 on the campus map. More information on the SLS can be found at www.gla.ac.uk/sls

You can contact the Effective Learning Adviser for your School by emailing studentlearning@gla.ac.uk
Visit: <http://www.gla.ac.uk/services/sls/offer/learningadvice/>

College Employability Officer

The College Employability Officer, Dr Dickon Copsey, coordinates the Graduate Schools Researcher Development Programme (RDP). The RDP provides training, internships and funding to support your broader development of research and professional skills. To find out more about RDP support please see <http://www.gla.ac.uk/colleges/socialsciences/graduateschool/studentsandstaff/pgrstudents/>

The College Employability Officer is based in room 104, Florentine House. You can contact him to discuss any element of the RDP or your academic professional development:

- by email on Dickon.Copsey@glasgow.ac.uk
- by phone on 0141 330 4570

You will find general information on employability activity within the College at:
<http://www.gla.ac.uk/colleges/socialsciences/info/students/employability/>

Student Disability Service

The University's Student Disability Service helps applicants to assess the range of facilities available and provides advice on sources of support. The University has experience of supporting students with a range of disabilities including sight, hearing, mobility difficulties and a number of unseen disabilities including dyslexia. Support includes special teaching materials and equipment (including computers), flexible assessment and examination procedures and financial support. For further information, please visit the website <http://www.gla.ac.uk/services/studentdisability/>.

3.3 Teaching Resources

Access to books

Difficulty in gaining access to books and materials is one of the main problems which students consistently say that they face. As assignment deadlines loom there are always many students chasing the limited number of copies of key texts. The University is clear that it cannot afford to buy multiple copies of texts in all instances and still maintain the wide range of more specialist material. Students are expected to have access to copies of any books which are considered essential reading for each subject. These books can usually be purchased from John Smiths University bookshop or Amazon.co.uk.

Course Co-ordinators for the Programme are asked to ensure that any books or reports that they include in reading lists are stocked by the University Libraries and that the University bookshop is informed about key reading recommended for purchase. In addition, lecturers are encouraged to photocopy and distribute important background reading, along with lecture notes, as course handouts. In some cases, lecturers have made available extracts of unpublished material.

Libraries

Students also have access to the Main University of Glasgow Library and the Reading Rooms. These possess a range of books and provide access to computing and IT facilities. The main library hosts a large collection of works on a much wider range of subjects. It is recommended that students familiarise themselves with cataloguing, searching and accessing systems of the library. Courses are frequently run and details of all university library facilities and collections and searches can be found on the library Webpage at: <http://www.lib.gla.ac.uk> .

Photocopying

Students may photocopy material available from the University Library but must comply with the Copyright, Designs and Patents Act, 1988. For more information please see: <https://www.gla.ac.uk/myglasgow/it/studentprinting/#/copy>

Information Technology

There are a number of computer labs within the University which are available for student use. The College of Social Sciences provides four well equipped computer labs within the Adam Smith Building. These provide around 140 workstations with a wide range of Windows applications. The machines are connected to the Internet and all students have access to e-mail. Technical support is also available during the day, Monday to Friday. Other College maintained labs are located in Law, Accounting & Finance and Management, although access to these is restricted.

In addition, there are over 400 computers in open-access facilities in the University Library (Hillhead Street), which are available during normal Library opening hours, including Sundays. I.T. Services student help desk is located on level 3 of the University Library. Wireless network connectivity is available in several buildings across the campus for those students who wish to use their own notebook computer. Further details are available at

<http://www.gla.ac.uk/services/it/eduroam/wireless-hotspots/#/>

Students using University computers must comply with the University's computer regulations, including the data protection principles of the Data Protection Acts. The Computers may only be used for academic purposes.

The I.T. Education Unit runs a range of courses designed to allow students to acquire basic computing skills. For further information, consult webpage: <http://www.gla.ac.uk/services/it/forstudents/itraining/>. I.T. Services, located in the James Watt (North) Building, runs a range of more advanced and specialised courses for University staff. These courses are also usually freely available to post-graduate students, places permitting.

3.4 The Careers Service

Centrally situated on campus in the Fraser Building at 65 Hillhead Street (opposite the Main Library entrance). The University of Glasgow Careers Service aims to enhance the employability of the University's students and graduates. It aims to do this through a quality service that:

- Helps students and recent graduates develop and make appropriate use of career management skills, thereby enhancing their ability to identify options most appropriate to them
- Collaborates with academic staff and employers in the development of curricula which provide undergraduates and postgraduates with key skills and self-awareness in order to increase their employability
- Informs the University and the wider community of changes in the graduate employment market
- Markets students and graduates of the university to all types of employers and training providers

For further information please see here - <http://www.gla.ac.uk/services/careers/>

3.5 Other Facilities

Student Unions and the SRC

The University has two student unions - the Glasgow University Union and the Queen Margaret Union. Both offer a range of facilities. In addition, the Students' Representative Council represents student interests and is the recognised line of communication with the University authorities. For further information: <http://www.gla.ac.uk/students/>

Sports and Recreation Service

Full-time students are automatically members of the University Sports and Recreation Service, and part-time students can join for a small annual fee. This gives access to the Stevenson Building (on Oakfield Avenue), Garscube Sports Complex (off Maryhill Road). Facilities at the Stevenson Building include weight-training equipment, sauna, steam room, swimming pool, squash courts and gymnasium. There is also an extensive programme of classes and courses on a wide range of activities. The Garscube Complex has a range of outdoor facilities including rugby, cricket, football, squash and tennis. The St Andrew's campus has an indoor swimming pool, a sports hall, available for badminton, basketball, netball and a small fitness room. For further information:

<http://www.gla.ac.uk/services/sport/>

Residential Services (Accommodation)

Located on Level 1, The Fraser Building, The Residential Services is opposite the University Library and is close to the University Main Building. This accommodation includes both self-catering and seven day catering and ranges from houses in Hillhead to the student village in Maryhill. Priority for accommodation is given to full-time students who are new to Glasgow and live too far away to be able to visit to find accommodation. The Accommodation Office also maintains a register of private rented accommodation and will help students to search for accommodation. However, this is an information service only. For further information: <http://www.gla.ac.uk/services/residentialservices/>

Overseas Student Welfare

The University's Recruitment and International Office provides a welfare service to assist overseas students during their period of study here. The International Student Advisor is able to help students with the practical aspects of living and studying in Glasgow. They also liaise with other individuals and organisations with similar aims. They are able to advise on problems associated with accommodation, police registration, banking matters, school enrolment etc.

The aim of the service is to give a sympathetic, confidential and practical service as quickly as possible. International Student Advisors located on Level 2 in The Fraser Building. You can telephone (0141 330 2912), email: internationalstudentsupport@glasgow.ac.uk or call in person for an appointment from Monday to Friday 9am - 5pm. For further information: <http://www.gla.ac.uk/international/support/>

University Nursery

Students with children may apply to use the University Nursery. The Nursery is registered to accommodate up to 74 children (18 places for 6 weeks -2 year olds; 24 places for 2-3 year olds; and 32 places for 3-5 year olds) on a full- or part-time basis. The Nursery opens from 0800h to 1800h Monday to Friday throughout the calendar year, except for a 2-week period over Christmas and New Year and certain public holidays. To maximise the use of the Nursery, places are normally full-time for 50 weeks of the year.

Students may contact the SRC Welfare Adviser for information on other sources of funding assistance.

Application forms are available from the Court Office Reception, Gilbert Scott Building, University of Glasgow (telephone: 0141 330 6441).

Further information on waiting lists for Nursery places and Childcare (Scotland) Ltd.'s childcare policy is available from the Manager at the Nursery. General enquiries about the day-to-day operation of the Nursery are also handled by the Manager, University of Glasgow Nursery, 28 Hillhead Street, The University, Tel. 0141 334 4650.

Completed application forms should be returned to The Court Office, Gilbert Scott Building, University of Glasgow (telephone: 0141 330 4120), marked 'Nursery Application'.

Nursery webpages: <http://www.gla.ac.uk/services/nursery/>

Culture

If you have time to spare, the University Visitor Centre, the Hunterian Museum and the Hunterian Art Gallery (all on the campus) are all worth a visit. The Kelvingrove Art Gallery and Museum and the Riverside Museum are also close by.

4 Quality Assurance and Enhancement

Quality assurance is carried out at a number of levels.

4.1 Quality Assurance Agency

The Quality Assurance Agency state "*We safeguard and help to improve the academic standards and quality of higher education in the UK*" see here - <http://www.qaa.ac.uk/>

4.2 University Quality Assurance & Enhancement (part of Senate Office)

The University has its own Quality Assurance and Enhancement as part of the Senate Office, which monitors and maintains academic standards i.e. performance information on grades and pass rates. The Course Co-ordinator also submits an Annual Course Monitoring Report which summarises feedback from staff, students and external examiners and outlines action to be taken.

4.3 Research Training Programme (RTP)

The Graduate Training Committee involves the Course Co-ordinators of all core programmes taught as part of the RTP and plays a role in scrutinising proposals for new courses and review of existing courses. The committee also receives and discusses reports from the External Examiners (which cover the core courses of the RTP) and staff/student forums.

4.4 Teaching Team meetings

The course teaching team meets each semester to discuss issues of concern and ensure the smooth running of the course. Student feedback and comments are discussed and action taken where appropriate.

4.5 External Examiners

The core courses of the RTP are overseen by an External Examiner who is responsible for ensuring that academic standards are maintained and for the interpretation and implementation of the course regulations. The Board of Examiners is chaired by the Dean of Graduate Studies. The External Examiners make a valuable contribution in providing the course team with feedback on teaching quality while monitoring student feedback.

External Examiners are required annually to report on the standard of the course, course work and the effectiveness and quality of the exam procedures. Following discussion of these reports by the course teachers, their views and any actions to be taken are reported to a Higher Degrees Committee and, following this, a report is made to the Quality Assurance and Enhancement Section in the University's Senate Office.

Student Feedback

Student feedback is an important part of the overall evaluation of the RTP. Views are sought, or made known, in a number of ways:

Individual Contact with Staff

All students are encouraged to approach individual Course Co-ordinators with problems who have a responsibility to ensure that each year of the course runs smoothly.

Course feedback: Students are asked to complete questionnaires assessing and commenting on course organisation, teaching quality, methods of assessment, reading and overall satisfaction. Findings of the questionnaires are discussed with course co-ordinators, Graduate School team, students, and external examiners. Action is taken to implement changes wherever appropriate and feasible. These can be completed on-line or via paper copy.

Complaints: Complaints about any core course of the RTP should be made to the Course Co-ordinator, **in writing**, (sending a copy to the RTP Administrator). If later you remain unsatisfied, you may make a formal complaint to the Dean of Graduate Studies. Beyond this, complaints may also be addressed to the Clerk of Senate, University of Glasgow. The University seeks to ensure that all complaints from students are dealt with promptly and fairly.

5 Core Course Outlines and Options

5.1 Sign up as soon as possible!

The following pages give details of each of the core and optional courses provided as part of the Research Training Programme. Some of the options will be compulsory for certain Masters degrees – you should contact your Course Co-ordinator for details.

All students should note that all options are subject to student numbers (courses will not normally run if there are only a handful of students who want to take the course). There are a limited number of places on each option so if you want to do a particular option you should contact the co-ordinator of that option **as soon as possible**. You should contact the option co-ordinator as noted and **then inform your Course Administrator** on which options you intend to do, again as soon as possible.

Students are not guaranteed places on any option offered. Particular Options may give priority access to students doing particular Masters Courses (e.g. if the Option is seen as central to a particular MSc).

If you are a part time student, please also be aware that the list of options on offer varies from year to year so if you are very keen on a particular option and want to be certain of being able to sit that course as part of your Masters, you should consult the co-ordinator of that option about the likelihood of it running the following year. You should also consider talking to your RTM Co-ordinator about the possibility of taking that option this year, (which is presumably your first year) rather than next to avoid disappointment.

5.2 Applications for extensions

All applications for extensions on any of the assessed **Core Courses** (i.e. Research Design, Generalised Linear Models, Qualitative Methods, Applied Qualitative Methods, Introduction to Social Theory for Researchers and Quantitative Data Analysis) should be made to the Course Coordinator and RTP Administrator. For pastoral support, you should contact your Masters Co-ordinator/Supervisor in the first instance. They may wish to send a letter of support for your application for extension regarding any of the core courses.

5.3 Course Outlines

Course Title:	Research Design <u>MSc students only.</u>
Course Code:	SPS5034
Course Co-ordinator:	Dr Thees Spreckelsen; Dr Michael Heaney
E-mail:	thees.spreckelsen@glasgow.ac.uk ; michael.heaney@glasgow.ac.uk
Office hours:	On appointment

Lectures: Mondays 12noon – 2pm from 20th September – 29th November 2021
VENUE: Online (live)

Tutorials (ONLINE LIVE): from 27th September – 2nd December 2021

Attend 1 per week

Tutorial Groups 1-4: Monday 3-4pm
Tutorial Groups 5-8: Monday 4-5pm
Tutorial Groups 9-10: Monday 5-6pm
Tutorial Groups 11-12: Tuesday 1-2pm
Tutorial Groups 13-14: Tuesday 2-3pm
Tutorial Groups 15-16: Wednesday 10-11am
Tutorial Groups 17-18: Wednesday 11am-12noon
Tutorial Groups 19-20: Thursday 1-2pm
Tutorial Groups 21-22: Thursday 4-5pm
Tutorial Groups 23-24: Thursday 5-6pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course summary

The course aims to provide students with a broad overview of different research designs in the social sciences. A research design is a plan that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way.

Course aims

The course aims to provide students with an overview of different research designs in the social sciences. A research design is a blueprint that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way. There is a range of different designs, such as longitudinal and cross-sectional, or experimental and observational research designs. The choice of a research design should suit the research question to be answered. The research design determines which methods can be used to answer the question. Research designs for qualitative and for quantitative research as well as mixed-methods designs exist. The course aims to provide an introductory overview across these types of research and expose students to a range of methods that are most commonly employed across the social sciences. It improves students' skills around developing a strong and robust research design. In addition to exposure to a variety of designs and corresponding methods as well as the different stages of the research process, students will learn how to combine these different elements in order to increase the quality of their own research. At the end of the course, students should be able to make an informed decision on how to select a good research question, how to select cases, how to measure and collect data, and what methods to choose for the analysis in their own prospective research. Rather than selecting methods by personal taste or abilities, students will be enabled to select appropriate methods in an informed way in order to maximise the validity of the findings they generate.

Learning outcomes

After taking this course, students should:

- Have an overview of the different stages and interactive nature of the research process, including formulating research questions, operationalising complex theoretical constructs, principles of case selection, measurement, analysis, write-up, and dissemination.
- Understand and appreciate the different epistemological paradigms that underlie qualitative and quantitative research and be able to discuss the common ground as well as the key differences between these traditions.
- Be able to assess the quality of research using criteria like validity, reliability, parsimony, generality, operationalisability, political and normative desirability, falsifiability, and relevance,

and describe types of research, such as inductive and deductive, descriptive and causal, explanatory and predictive, and empirical and theoretical research.

- Recognise the importance of selecting an adequate research design and methods following from one's theory and/or research question, and be able to transfer and apply research design skills to one's own dissertation topic.
- Develop an understanding of the practical aspects of carrying out research, including replication standards, codebooks and documentation, ethics approval, the publication process, and good practices for using and citing literature.

Summative Assessment

Students take two exams, one after the first block and one after the second block of four to five sessions each. The exams combine multiple choice questions (for testing factual knowledge) with decision scenarios, in which the student reads a short paragraph and has to decide on the choice of a measure, method, case selection, or similar. These exams will ensure coverage of all areas of research design, including qualitative and quantitative approaches. After the last block, students deliver a research design based on a scenario (2500 words excluding bibliography). The two exams will each contribute 20%, and the research design 60% of the final grade. The Instructions for the research design and the scenarios from which students may choose will be made available at the beginning of the term and students are encouraged to work on it throughout the semester. The dates and deadlines for the course assessments will be available on the course Moodle page.

Formative Assessment

Formative assessment information will be provided on the course Moodle page near the beginning of Semester 1.

Course Delivery

The course will be delivered as based on 11 topics, these will be covered by pre-recorded online materials, weekly online lecture/case-study and Q&A sessions (up to 90min depending on questions) and one weekly hour-long tutorial (starting in week 2).

Students are expected to read the required reading associated with each class **before** each session (further details will be available towards the beginning of Semester 1).

Enrolment

As with all courses, spaces are limited so it is important that you enrol as soon as you are fully registered. To enrol on this course, ensure that you have completed financial and academic registration on MyCampus and then follow the instructions found here: <http://www.gla.ac.uk/services/registry/enrolment/#/>

The course code required to enrol in Research Design is SPS5034 (for MSc students) or SPS5041 (for MRes and PhD students).

SPS5034 is designed only for MSc students. SPS5041 is only designed for MRes and PhD students. Please enrol in the appropriate course for your degree.

Before registering you **must** contact your own Academic Unit to check the status of this course as an accredited option within their research training programme.

Note: Further details concerning the course will be provided during Semester 1.

Course Title: Research Design- **PhD and MRes students only.**
Course Code: SPS5041
Course Co-ordinator: Prof Mark Tranmer
E-mail: Mark.Tranmer@glasgow.ac.uk
Office hours: Mondays, 2:30-4:30pm (subject to change, please refer to course Moodle for confirmed office hours)

Lectures: Online Anytime (pre-recorded)

Tutorials (ONLINE LIVE): Mondays from 4th October – 29th November 2021

Tutorial Group 1: Monday 2-3:30pm
Tutorial Group 2: Monday 2-3:30pm
Tutorial Group 3: Monday 3-4:30pm
Tutorial Group 4: Monday 4-5:30pm
Tutorial Group 5: Monday 4-5:30pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course summary

The course aims to provide students with a broad overview of different research designs in the social sciences. A research design is a plan that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way.

Course aims

The course aims to provide students with a broad overview of different research designs in the social sciences. A research design is a blueprint that connects the different stages of the research process in a logical way such that new knowledge can be generated in an unbiased and robust way. There is a range of different designs, such as longitudinal and cross-sectional, or experimental and observational research designs. The choice of a research design should suit the research question to be answered. The research design determines which methods can be used to answer the question. Research designs for qualitative and for quantitative research as well as mixed-methods designs exist. The course aims to provide an introductory overview across these types of research and expose students to a range of methods that are most commonly employed across the social sciences. It improves students' skills around developing a strong and robust research design and outlines clear guidelines for distinguishing good research from bad research. In addition to exposure to a variety of designs and corresponding methods as well as the different stages of the research process, students will learn how to combine these different elements in order to increase the quality of their own research. At the end of the course, students should be able to make an informed decision on how to select a good research question, how to select cases, how to measure and collect data, and what methods to choose for the analysis in their own prospective research. Rather than selecting methods by personal taste or abilities, students will be enabled to select appropriate methods in an informed way in order to maximise the validity of the findings they generate.

Learning outcomes

After taking this course, students should:

- Have an overview of the different stages and interactive nature of the research process, including formulating research questions, operationalising complex theoretical constructs, principles of case selection, measurement, analysis, write-up, and dissemination.
- Understand and appreciate the different epistemological paradigms that underlie qualitative and quantitative research and be able to discuss the common ground as well as the key differences between these traditions.
- Be able to assess the quality of research using criteria like validity, reliability, parsimony, generality, operationalisability, political and normative desirability, falsifiability, and relevance, and describe types of research, such as inductive and deductive, descriptive and causal, explanatory and predictive, and empirical and theoretical research.
- Understand the logic of randomisation, including observational and experimental, cross-sectional and longitudinal, and control-group research designs that involve randomisation, and

understand the logic of non-randomised, observational research designs, including comparative and non-comparative research designs and case selection.

- Recognise the importance of selecting an adequate research design and methods following from one's theory and/or research question, and be able to transfer and apply research design skills to one's own dissertation topic.
- Develop an understanding of the practical aspects of carrying out research, including replication standards, codebooks and documentation, ethics approval, the publication process, and good practices for using and citing literature.

Summative Assessment

Students take two exams, one after the first block and one after the second block of four to five sessions each. The exams combine multiple choice questions (for testing factual knowledge) with decision scenarios, in which the student reads a short paragraph and has to decide on the choice of a measure, method, case selection, or similar. These exams will ensure coverage of all areas of research design, including qualitative and quantitative approaches. After the last block, students deliver a critique of the research design of a published journal article (700-1,000 words excluding bibliography). The two exams and the written critique will each contribute 30% to the final grade, and there is an additional 10% grade for participation in the tutorials and peer-reviewing to ensure active engagement. The dates and deadlines for the course assessments will be available on the course Moodle page.

Formative Assessment

Formative assessment information will be provided on the course Moodle page near the beginning of Semester 1.

Course Delivery

The course will be delivered as a weekly 90-minute lecture and one weekly hour-long tutorial.

Students are expected to read the required reading associated with each class **before** each session (further details will be available towards the beginning of Semester 1).

Enrolment

As with all courses, spaces are limited so it is important that you enrol as soon as you are fully registered. To enrol on this course, ensure that you have completed financial and academic registration on MyCampus and then follow the instructions found here: <http://www.gla.ac.uk/services/registry/enrolment/#/>

The course code required to enrol in Research Design is SPS5034 (for MSc students) or SPS5041 (for MRes and PhD students).

SPS5034 is designed only for MSc students. SPS5041 is only designed for MRes and PhD students. Please enrol in the appropriate course for your degree.

Before registering you **must** contact your own Academic Unit to check the status of this course as an accredited option within their research training programme.

Note: Further details concerning the course will be provided during Semester 1.

Course Title: Qualitative Methods - **MSc students only.**
Course Code: SPS5037
Co-ordinator: Dr Nughmana Mirza
E-mail: Nughmana.Mirza@glasgow.ac.uk
Location: SCCJR, Ivy Lodge, 63 Gibson Street
Office hours: Tuesdays 3 – 4.45pm (subject to change, please refer to course Moodle for confirmed office hours)

Lectures: Online Anytime (pre-recorded)

Tutorials/Dissertation Training (ONLINE LIVE): from 4th October – 10th December 2021

Attend 1 per week

Tutorial Groups 1-2: Tuesday 1-2pm
Tutorial Groups 3-4: Tuesday 2-3pm
Tutorial Groups 5-6: Wednesday 11am-12noon
Tutorial Groups 7-9: Thursday 1-2pm
Tutorial Groups 10-11: Friday 4-5pm
Tutorial Groups 12-13: Friday 5-6pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Introduction

Qualitative methods are those research techniques concerned broadly with non-mathematical, naturally occurring and non-experimental research practices that look to uncover the meanings and significance of the wide variety of evidence that social researchers collect. Qualitative research includes a broad range of approaches and techniques. The purpose of the course is to introduce students to a number of the most commonly used of these approaches and techniques. These tools include in-depth interviews and focus groups as well as the gathering of data based on observation and textual information. The course aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in the social sciences.

Course Aims

The lectures are designed to give students grounding in why social science researchers use particular qualitative methodologies and how they may fit into a broader examination of society. The lectures are divided into three blocks: Research Design, Strategy, and Practical Skills; Data Collection Methods; and Analysis. The tutorials are designed to give students time to try out, discuss and critically examine how qualitative methods work in practice. The goals of the course are to give students a) robust introductory knowledge of a range of qualitative methods; b) the ability to build a solid research design; c) the skill to find appropriate qualitative methods that relate to their inquiries and d) the tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence. In addition to methods and research design skills, students acquire skills pertaining to the practicalities of the research process, such as structuring a qualitative dissertation, reviewing and using literature in appropriate ways, and meeting ethical standards and procedures.

Intended Learning Outcomes

By the end of this course students will be able to:

- Demonstrate a critical understanding of the different epistemological and ontological positions inherent in different qualitative approaches.
- Recognise the theoretical, political and cultural context of one's research agenda.
- Have a robust knowledge of the different qualitative methods of enquiry and the data collection strategies available.
- Understand the mechanics of sampling and case selection strategies and their implications for the generation of research findings.
- Understand, critically evaluate, and demonstrate the process of constructing a robust research design that uses qualitative methods.
- Understand criteria for evaluating qualitative research and principles of good practice, including credibility, transferability, dependability, confirmability, reliability, transparency, validity, reflexivity, social responsiveness, ethics, and rigour.
- Have a first impression of software solutions for supporting qualitative inquiry.

Summative Assessment

PGT and PGR Critical ethical review (25% 1000 words, Week 5)

Students will undertake a short critical review of qualitative research ethics, in the form of an ethical review where they will consider the ethical issues and procedures involved in a chosen qualitative research scenario. Formative activities have been in-built into the dissertation training which will feed into this summative assessment.

PGT Critical Methodological Appraisal (75% 3000 words, Week 11)

In order to encourage students to critically engage with key elements of qualitative research, such as methodology and ethics, students are required to submit a critical appraisal. Using two empirical articles, the students will critically appraise two methods, assessing the quality of the qualitative research reported, particularly focusing on research design and ethics.

In doing so, the students will critically and reflexively engage with key aspects of research design, and the practical and ethical issues involved in data collection. Formative activities have been in-built into the dissertation training which will feed into this summative assessment.

Further details concerning the assessment will be circulated in class during late September/early October.

Course Delivery

The course will be delivered as a weekly 90-minute lecture and one weekly hour-long tutorial.

Students are expected to read the required reading associated with each class before each session (further details will be available towards the beginning of Semester 1).

Enrolment

As with all courses, spaces are limited so it is important that you enrol as soon as you are fully registered. To enrol on this course, ensure that you have completed financial and academic registration on MyCampus and then follow the instructions found here: <http://www.gla.ac.uk/services/registry/enrolment/#/>

The course code required to enrol in Qualitative Methods is SPS5037 (for MSc students) or SPS5042 (for MRes and PhD students).

SPS5037 is designed only for MSc students. SPS5042 is only designed for MRes and PhD students. Please enrol in the appropriate course for your degree.

Before registering you **must** contact your own Academic Unit to check the status of this course as an accredited option within their research training programme.

Note: Further details concerning the course will be provided during Semester 1.

Course Title: Qualitative Methods - PhD and MRes students only.
Course Code: SPS5042
Co-ordinator: Dr Phillippa Wiseman
E-mail: Marguerite.Schinkel@glasgow.ac.uk
Location: SCCJR, Ivy Lodge, 63 Gibson Street
Office hours: Tuesdays 3.15-5pm (subject to change, please refer to course Moodle for confirmed office hours)

Lectures: Online Anytime (pre-recorded)

Tutorials/Dissertation Training (ONLINE LIVE): from 4th October – 10th December 2021

Tutorial Group 1: Tuesday 1-2pm
Tutorial Group 2: Tuesday 2-3pm
Tutorial Group 3: Wednesday 11am-12noon
Tutorial Group 4: Wednesday 11am-12noon
Tutorial Group 5: Thursday 1-2pm
Tutorial Group 6: Thursday 1-2pm
Tutorial Group 7: Friday 4-5pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Introduction

Qualitative methods are those research techniques concerned broadly with non-mathematical, naturally occurring and non-experimental research practices that look to uncover the meanings and significance of the wide variety of evidence that social researchers collect. Qualitative research includes a broad range of approaches and techniques. The purpose of the course is to introduce students to a number of the most commonly used of these approaches and techniques. These tools include in-depth interviews and focus groups as well as the gathering of data based on observation and textual information. The course aims to develop a practical understanding of the philosophical underpinnings, application and analysis of qualitative methodology for those working in the social sciences.

Course Aims

The lectures are designed to give students grounding in why social science researchers use particular qualitative methodologies and how they may fit into a broader examination of society. The lectures are divided into three blocks: Research Design, Strategy, and Practical Skills; Data Collection Methods; and Analysis. The tutorials are designed to give students time to try out, discuss and critically examine how qualitative methods work in practice. The goals of the course are to give students a) robust introductory knowledge of a range of qualitative methods; b) the ability to build a solid research design; c) the skill to find appropriate qualitative methods that relate to their inquiries and d) the tools and experience to start to implement qualitative methods such as interviewing, focus groups, and analysis with skill and confidence. In addition to methods and research design skills, students acquire skills pertaining to the practicalities of the research process, such as structuring a qualitative dissertation, reviewing and using literature in appropriate ways, and meeting ethical standards and procedures.

Intended Learning Outcomes

By the end of this course students will be able to:

- Demonstrate a critical understanding of the different epistemological and ontological positions inherent in different qualitative approaches.
- Recognise the theoretical, political and cultural context of one's research agenda.
- Have a robust knowledge of the different qualitative methods of enquiry and the data collection strategies available.
- Understand the mechanics of sampling and case selection strategies and their implications for the generation of research findings.
- Understand, critically evaluate, and demonstrate the process of constructing a robust research design that uses qualitative methods.
- Understand criteria for evaluating qualitative research and principles of good practice, including credibility, transferability, dependability, confirmability, reliability, transparency, validity, reflexivity, social responsiveness, ethics, and rigour.
- Have a first impression of software solutions for supporting qualitative inquiry.

Summative Assessment

Critical ethical review (Week 5 25% 1000)

Students will undertake a short critical review of qualitative research ethics, in the form of an ethical review where they will consider the ethical issues and procedures involved in a chosen qualitative research scenario, using empirical examples to illustrate their arguments. Formative tutorial activity built in to tutorial/dissertation training with verbal feedback in tutorial.

PGR Independent qualitative project (75% 3000 words, Week 11)

This assessment will encourage students to develop their practical qualitative research skills and develop transferable skills that will directly support them in understanding the collection of qualitative data, the analysis of data and the structuring of a research methods chapter of a dissertation/thesis. In doing so, students will utilise the theoretical skills learned throughout the course by demonstrating them in the assessment. Students will be required to think critically and reflexively throughout the assessment by critically considering their role in the research process, the process of data collection, management and analysis. Two formative tutorial activities built in to tutorial analysis activities with verbal feedback in tutorial.

Further details concerning the assessment will be circulated in class during late September/early October.

Course Delivery

The course will be delivered as a weekly 90-minute lecture and one weekly hour-long tutorial.

Students are expected to read the required reading associated with each class before each session (further details will be available towards the beginning of Semester 1).

Enrolment

As with all courses, spaces are limited so it is important that you enrol as soon as you are fully registered. To enrol on this course, ensure that you have completed financial and academic registration on MyCampus and then follow the instructions found here: <http://www.gla.ac.uk/services/registry/enrolment/#/>

The course code required to enrol in Qualitative Methods is SPS5037 (for MSc students) or SPS5042 (for MRes and PhD students).

SPS5042 is only designed for MRes and PhD students. SPS5037 is designed only for MSc students. Please enrol in the appropriate course for your degree.

Before registering you **must** contact your own Academic Unit to check the status of this course as an accredited option within their research training programme.

Note: Further details concerning the course will be circulated during late September/early October.

Course Title:	Quantitative Data Analysis
Course Code:	URBAN5127
Course Co-ordinator:	Dr David McArthur
E-mail:	David.McArthur@glasgow.ac.uk
Location:	Room 402, 7 Lilybank Gardens
Office hours:	By appointment only

Lectures: Fridays 10am-12pm from 28th September – 3rd December 2021

VENUE: Online (live)

Tutorials: days, times and locations to be confirmed

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course summary

The course introduces basic statistics and data analysis from univariate summary statistics up to multivariate linear regression. The main aim of the course is to enable students to summarise, analyse, and present data in valid ways and understand the basics of statistical inference and association as required in quantitative social science research.

Course aims

The course introduces basic statistics and data analysis from univariate summary statistics up to multivariate linear regression. The main aim of the course is to enable students to summarise, analyse, and present data in valid ways and understand the basics of statistical inference and association as required in quantitative social science research. At the end of the course, students should be able to describe, summarise, and visualise data, calculate the association between variables at various scale levels, understand sampling and inference, test hypotheses with given datasets, quantify the uncertainty arising from data, and apply, interpret, and understand the assumptions of, linear regression models.

At all times, special care is taken to ensure that students can associate the statistical techniques with real-world examples from across the social sciences, and especially a themed example chosen from the set of research themes identified by the College of Social Sciences. In addition to basic statistics, students will acquire computational skills that allow them to apply their newly acquired skills using the statistical computing environment R. The overarching aim is to enable students to transfer these skills to new datasets, possibly including their own research topics. Students will learn how to evaluate theories and claims based on data by selecting the appropriate statistical tools and applying them to the data using R. In each session of the course, the relevant concepts are taught using words, numbers, equations, examples, and R code.

Learning outcomes

After taking this course, students should be able to:

- Manage, visualise, summarise, and present univariate and bivariate data.
- Construct a robust linear regression model.
- Test hypotheses involving data measured at different levels e.g., interval, binary and categorical.
- Use the statistical software R for quantitative analysis of univariate variables, bivariate associations and linear regression analysis.
- Critically evaluate theories, test hypotheses, and answer substantive research questions using quantitative approaches with available data from a social science perspective beyond the examples given in the course.
- Describe quantitative methods, and to interpret and write up the results of quantitative analyses, clearly and concisely.

Summative Assessment

There are two components to the assessment. Specific details of these will be available on the course Moodle page.

Assessment 1 (25%): For the first assessment, you will be given a dataset and a set of tasks to perform. You will carry out the required analysis, write it up and submit it. The write-up should be no more than 1,000 words. The deadline for this assessment can be found on the course Moodle page.

Assessment 2 (75%): For the second assessment, you will develop your own research question, identify a suitable dataset and carry out the analysis required to answer your research question. The write-up should be no more than 3,000 words. The deadline for this assessment can be found on the course Moodle page.

Further details will be circulated in class during late September/early October.

Course Title:	Quantitative Data Analysis
Course Code:	SPS5033
Course Co-ordinator:	Dr David McArthur
E-mail:	David.McArthur@glasgow.ac.uk
Location:	Room 402, 7 Lilybank Gardens
Office hours:	By appointment only

Lectures: Mondays 12noon-2pm from 10th January – 21st March 2022

VENUE: Online (live)

Tutorials/Dissertation Training (ONLINE LIVE): from 17th January – 24th March 2022

Tutorial Group 1: Monday 2-4pm
 Tutorial Group 2: Monday 4-6pm
 Tutorial Group 3: Thursday 12noon-2pm
 Tutorial Group 4: Thursday 2-4pm
 Tutorial Group 5: Thursday 4-6pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course summary

The course introduces basic statistics and data analysis from univariate summary statistics up to multivariate linear regression. The main aim of the course is to enable students to summarise, analyse, and present data in valid ways and understand the basics of statistical inference and association as required in quantitative social science research.

Course aims

The course introduces basic statistics and data analysis from univariate summary statistics up to multivariate linear regression. The main aim of the course is to enable students to summarise, analyse, and present data in valid ways and understand the basics of statistical inference and association as required in quantitative social science research. At the end of the course, students should be able to describe, summarise, and visualise data, calculate the association between variables at various scale levels, understand sampling and inference, test hypotheses with given datasets, quantify the uncertainty arising from data, and apply, interpret, and understand the assumptions of, linear regression models.

At all times, special care is taken to ensure that students can associate the statistical techniques with real-world examples from across the social sciences, and especially a themed example chosen from the set of research themes identified by the College of Social Sciences. In addition to basic statistics, students will acquire computational skills that allow them to apply their newly acquired skills using the statistical computing environment R. The overarching aim is to enable students to transfer these skills to new datasets, possibly including their own research topics. Students will learn how to evaluate theories and claims based on data by selecting the appropriate statistical tools and applying them to the data using R. In each session of the course, the relevant concepts are taught using words, numbers, equations, examples, and R code.

Learning outcomes

After taking this course, students should be able to:

- Manage, visualise, summarise, and present univariate and bivariate data.
- Construct a robust linear regression model.
- Test hypotheses involving data measured at different levels e.g., interval, binary and categorical.
- Use the statistical software R for quantitative analysis of univariate variables, bivariate associations and linear regression analysis.
- Critically evaluate theories, test hypotheses, and answer substantive research questions using quantitative approaches with available data from a social science perspective beyond the examples given in the course.
- Describe quantitative methods, and to interpret and write up the results of quantitative analyses, clearly and concisely.

Summative Assessment

There are two components to the assessment. Specific details of these will be available on the course Moodle page.

Assessment 1 (25%): For the first assessment, you will be given a dataset and a set of tasks to perform. You will carry out the required analysis, write it up and submit it. The write-up should be no more than 1,000 words. The deadline for this assessment can be found on the course Moodle page.

Assessment 2 (75%): For the second assessment, you will develop your own research question, identify a suitable dataset and carry out the analysis required to answer your research question. The write-up should be no more than 3,000 words. The deadline for this assessment can be found on the course Moodle page.

Further details will be provided at the beginning of Semester 2.

Course Title: Applied Qualitative Methods
Course Code: SPS5035
Course Co-ordinator: Dr Jo Ferrie with Professor Jude Robinson
E-mail: Jo.Ferrie@glasgow.ac.uk
Location: 1001, Adam Smith Building
Office hours: by appointment

Lectures: Tuesdays 12noon-2pm from 11th January – 22nd March 2022
VENUE: Online (live)

Tutorials (ONLINE LIVE): from 18th January – 25th March 2022

Tutorial Group 1: Tuesday 2-3pm
Tutorial Group 2: Friday 2-3pm

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course Description

Applied Qualitative Methods is intended as a lively, challenging and interactive forum for learning and critically thinking about qualitative methods. While it offers advanced learning, it is perhaps better understood as applied as we construct a learning environment that faces the pragmatic barriers to producing strong and credible qualitative research. The course is designed to push students' analytical thinking with respect to the role of qualitative enquiry and the need to pursue rigour in its implementation. The course is designed to follow on from the Qualitative Methods Module, and to suit the training needs of those students for whom qualitative methods and ethnography are likely to be central to their research. The Applied Qualitative Methods course aims to bring a stronger critical focus to (i) the processes of designing, gathering and analysing qualitative materials and (ii) the socio-political and ethical issues which arise as part of these processes. In particular the course stresses the personal and 'people' skills required to become an adept qualitative researcher, skills that will be developed through exercises during the course and through the course assessment. The course also aims to provide students with hands-on experience of using different approaches in order to both generate and analyse qualitative data and will allow for critical self-reflection on the qualities required for conducting effective qualitative research.

Peer-Learning Spaces are used to critically reflect on the core readings available. This will not be led by a tutor, but by the students themselves, with some guidance on how the session could be structured.

Learning outcomes

By the end of the course, students should be able to:

- Demonstrate an awareness of the range and potential of qualitative research practice.
- Employ principles of qualitative research design which enable robust approaches and rigour in pursuing qualitative approaches to research.
- Be able to employ widely used techniques for the systematic analysis and interpretation of qualitative materials.
- Recognise the routes through which theory may be developed and linked to the range of techniques used for writing qualitative research.

Assessment

Summative assessment information for this course will be confirmed in due course. You will find the most up-to-date information on the course Moodle page.

Ethics approval

In order to carry out your small piece of qualitative research you will need to obtain ethical approval. You will submit these to the Course Administrator by 4pm on the 15th February 2022.

General & Suggested Readings

Each lecture has its own reading list with essential reading available on moodle as a PDF file.

Course Title: Introduction to Social Theory for Researchers
Course Code: SPS5036
Course Co-ordinator: Christopher Bunn (Christopher.Bunn@glasgow.ac.uk)

Lectures: Online Anytime (pre-recorded)

Tutorials: days, times and locations to be confirmed

Please note that tutorial allocation is based on a first come, first served basis when enrolling on MyCampus.

Course aims

The course aims to introduce students to the main debates and issues in social theory. The course will be structured broadly historically, looking at the dominant theoretical positions in social theory as it has developed over the last century or so. It will, for instance, look at the ways in which the methodological concerns that underlie social research stem from debates and issues in social theory and the philosophy of social science (issues such as the nature of scientific knowledge, the role of values in social scientific research, and the difference between individualistic and holistic methodologies/structure and agency, amongst others).

The course aims to show the integral role that theory plays in the grounding of all research projects and in the successful integration with, and defence of, these projects in the wider academic community. As such, special emphasis is placed on exploring the manner in which the various theoretical positions map onto the students' own individual projects. At the end of the course students should be able to place their own research somewhere along the social theory continuum, making their own projects more robust and penetrating, and providing a platform for greater assuredness and confidence throughout their programme of studies at Glasgow and beyond.

Learning Outcomes

By the end of the course, students should be able to:

- provide a critical account of the development of social theory;
- display a wide-ranging awareness of a number of recent influential developments in, and reassessments of, social theory;
- display knowledge of the way in which social theory connects to social research methodology, and, where appropriate, to their own research projects;
- examine the debates regarding the scientific nature of social research;
- reflect on the social nature of scientific research;
- compare individualistic and holistic methodologies in social research.
- demonstrate an understanding of key terms such as: 'historical materialism', 'functionalism', 'interpretivism', 'interactionism', 'structuralism', 'postmodernism', 'poststructuralism'.

Assessment

Summative assessment information for this course will be confirmed in due course. You will find the most up-to-date information on the course Moodle page.

Course Summary

This course aims to introduce students to the main debates and issues in the philosophy of social science. It will examine the philosophical foundations of the social sciences, explore the nature of scientific knowledge, and the differences between the social and the natural sciences. The course will be structured historically and its emphasis will be on the foundations of empirical research.

Further information about tutorials and required readings will be available on Moodle in Autumn 2021.

Course Title: Generalised Linear Models
Course Code: SPS5032
Course Co-ordinator: Professor Mark Tranmer
E-mail: Mark.Tranmer@glasgow.ac.uk
Office hours: by appointment

****THIS COURSE IS NOT CURRENTLY ACTIVE****

Course Description

This course is combines lectures and hands-on practical sessions to explain how statistical models can be developed and applied to answer a variety of substantive research questions in the social and political sciences, and to some extent in public health. For example, investigating social and health inequalities, or understanding demographic variations in voter turnout. The term *Generalised Linear Model (GLM)* is used to describe models that take into account the nature of the response type; in the social and political sciences, response types are not always interval-scaled (continuous), where simple regression can often be used, and thus require more realistically complex models. GLMs take into account a variety of response types (such as binary responses, counts). GLMs can also be further developed to take into account complex population structure such as individuals in groups, through the Multilevel GLM, as will be explained. The course follows on, and develops ideas from Quantitative Data Analysis I (QDA I). As in QDA I, the main software to used on this course is R. Some discussion of other specialist statistical software packages is also given. Some discussion will also be given of the ways in which the parameters of Generalised Linear Models are estimated, including Maximum Likelihood (ML) and Monte Carlo Markov Chain (MCMC) approaches.

Entry Requirement

It is expected that an introductory post-graduate social science statistics course is completed in advance of this course. For example: Quantitative Data Analysis I (QDA I) (or equivalent).

Learning Outcomes

After taking this course, students should:

- Be able to apply the Generalised Linear Model (GLM) and Multilevel GLM to a variety of examples in the social and political sciences, and public health, thus providing a foundation for their own research using these models.
- Be able to interpret parameter estimates and uncertainty measures for GLMs and Multilevel GLMs
- Understand approaches for estimating GLM and Multilevel GLM parameters
- Know how to implement GLMs, and Multilevel GLMs in the statistical computing environment, R.

Main Text: Faraway, J. J. (2016). *Extending the linear model with R: generalized linear, mixed effects and nonparametric regression models* (Vol. 124). CRC press.

Additional text: Gelman, A., & Hill, J. (2006). *Data analysis using regression and multilevel/hierarchical models*. Cambridge university press.

Assessment

Each student identifies a research question, proposes an advanced statistical model covered in the course, applies it in a methodologically sound way to a secondary dataset using R in order to answer the research question, justify the model assumptions, and interpret the results. A 3,000-word report on the research question, data analysis, diagnostics, interpretation, and conclusions is submitted by each student. **The deadline for the assessment is TBC**

OPTION COURSE

Course Title: **Business in the Global Economy**
Course Code: SPS5004
Course Coordinator: Dr Duncan Ross
Tel No: 0141 330 3586
E-mail: Duncan.Ross@glasgow.ac.uk
Location: Economic & Social History Lilybank House, Bute Gardens

Course Delivery

Term: Semester 2

Course Aims

The course aims is to consider the theory of the firm in an international and globalized context and analyse the relationship between business firms and competitive advantage – and how it may be constructed or pursued – across space and time. Also you will explore the role of small and large companies and their relationships in a globalized economic environment.

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=SPS5004>

OPTION COURSE

Course Title: **Conceptualising Human Geography 1: Space, Politics, Ecologies**
Course Code: GEOG5004
Course Co-ordinator: Dave Featherstone
E-mail: david.featherstone@glasgow.ac.uk
Location: Geographical and Earth Sciences, Gilbert Scott Building, East Quadrangle

Course Delivery

Term: Semester 1

Course Aims

This course provides students with a deep knowledge and understanding of conceptual debates in human geography and engages with contemporary debates in the discipline relating to spaces, politics and ecologies

- Providing a deep knowledge and understanding of conceptual debates in human geography;
- Enabling students to undertake writing which develops their critical engagement with contemporary debates in human geography

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=GEOG5004>

OPTION COURSE

Course Title: **Conceptualising Human Geography 2: Geographical Engagements** (Can only be taken if combined with Conceptualising Human Geography 1)

Course Code: GEOG5080

Course Co-ordinator: David Featherstone

E-mail: David.Featherstone@glasgow.ac.uk

Location: Geographical and Earth Sciences, Gilbert Scott Building, East Quadrangle

Course Delivery

Term: Semester 2

Course Aims

This course will develop a critical awareness of geographical engagements within the fields of social change and social justice; environment and development; and cultural-historical processes. The course will assess the impacts of practical engagements 'beyond the academy' in Global North and Global South contexts, and assess debates about the politics and power relations of such engagements.

- To examine the impacts of such geographical engagements beyond the academy in Global North and Global South contexts
- To assess debates about the politics and power relations of such engagements

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=GEOG5080>

OPTION COURSE

Course Title: **FURTHER EPIDEMIOLOGY AND STATISTICS**

Course Code: MED5021

Course Co-ordinator: Dr Daniel Mackay

Tel No: 0141 330 2567

E-mail: daniel.mackay@glasgow.ac.uk

Location: R206, 1 Lilybank Gardens

Course Delivery

Term: Semester 2

Students must have successfully completed the Introduction to Epidemiology and Introduction to Statistical Methods Courses before undertaking this course, or have equivalent experience.

Course Aims

This course builds on the concepts and methods introduced in the Master of Public Health introductory core courses on statistical methods and epidemiology including:

the application of more advanced, but commonly used, methods of analysis of data; practical experience of the application of these methods to the analysis of data using an appropriate statistical computing package and the application of epidemiological principles as applied to specific areas including cardiovascular disease, cancer and psychiatric disease.

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=MED5021>

OPTION COURSE

Course Title: **The Globalised Economy**
Course Code: SPS5016
Course Coordinator: Dr Duncan Ross
Tel No: 0141 330 3586
E-mail: Duncan.Ross@glasgow.ac.uk
Location: Economic & Social History Lilybank House, Bute Gardens

Course Delivery

Term: Semester 1

Course Aims

The course aims to introduce and develop understanding of the social, political and cultural dimensions of globalisation, and also analyse the development of globalization and the diverse responses to that development. It introduces and investigates core underlying economic relationships and forces in the globalized economy.

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=SPS5016>

OPTION COURSE

Course Title: **Researching Human Geography**
Course Code: GEOG5022
Course Co-ordinator: Dr David Featherstone
E-mail: David.Featherstone@glasgow.ac.uk
Location: Geographical and Earth Sciences, Gilbert Scott Building, East Quadrangle

Course Delivery

Term: Semester 1 and 2

Course Aims

This course provides students with a range of quantitative and qualitative research methods and their applicability in different research settings.

- developing an awareness of a range of quantitative and qualitative research methods and their applicability in different research settings;
- enabling students to undertake an independent research based dissertation that provides a sound basis for doctoral research and an opportunity to develop a conceptual basis to their research.

OPTION COURSE

Course Title: **Studies in the History of Medicine before 1850**
Course Code: ESH5019
Course Co-ordinator: Dr Angus Ferguson
Tel No: 0141 330 5990
E-mail: Angus.Ferguson:@glasgow.ac.uk
Location: Centre for the History of Medicine, Lilybank House

Course Delivery

Term: Semester 1

Course Aims

The Course will provide students with an introduction to major topics in the history of medicine of the 18th and early 19th centuries, and to the methodologies, qualitative and quantitative, which historians have employed to explore them. Students will be introduced to the major bibliographical tools and archival resources (including on-line catalogues and databases) for the history of medicine.

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=ESH5019>

OPTION COURSE

Course Title: **Studies in the History of Medicine from 1850 to 2000**
Course Code: ESH5020
Course Co-ordinator: Dr Angus Ferguson
Tel No: 0141 330 5990
E-mail: Malcolm.Nicolson@glasgow.ac.uk
Location: Centre for the History of Medicine, Lilybank House

Course Delivery

Term: Semester 2

Course Aims

The Course will provide students with an introduction to major topics in the history of medicine of the late 19th and 20th centuries, and to the methodologies, qualitative and quantitative, which historians have employed to explore them. Students will be introduced to the major bibliographical tools and archival resources (including on-line catalogues and databases) for the history of medicine. The Course will also provide background and focus for a research dissertation in an aspect of the history of medicine.

Please find more information here: <https://www.gla.ac.uk/coursecatalogue/course/?code=ESH5020>

6 Ethical Approval

The University requires that all research involving human participants, human data or material must have ethical approval. This includes data collected experimentally, by questionnaire, by interview, observationally, by computer, telephone or over the Internet. Ethical approval must be granted before such research begins.

You should discuss the ethical issues with your supervisor at an early stage in the development of your research project in preparation for your ethics application.

Postgraduate taught student ethics applications (MRes/MSc):

Are processed through your School Ethics Forum (SEF); each School has its Forum. Applications are sent to the relevant School ethics administrative contact via email. The Ethics Application Form and samples of the Plain Language Statement (also known as the Participant Information Sheet) and consent form are available to download from the College ethics web pages, (web address given below). The contacts for each School Ethics Forum and administrators are also available here. <http://www.gla.ac.uk/colleges/socialsciences/students/ethics/committee/ethicscontacts/>

You should allow **at least four weeks** for the approval of your application, as it may take this long to complete, bearing in mind that you may be asked to make changes before the final approval is granted.

Postgraduate research student applications (PhD/EdD):

Are processed through the Online Research Ethics System (RES) by the College Research Ethics Committee (CREC). This allows you to upload the mandatory Ethics Application Form and Participant Information Sheet and any additional supporting documentation, such as consent form, questionnaire, focus group or interview questions. All applications are reviewed by at least two members of the Committee and you will receive notification of whether your application has been approved or whether it requires revision, via an email asking you to download the relevant feedback or approval document.

You should allow **at least six weeks** for the approval of your application, as it may take this long to complete, bearing in mind that you may be asked to make changes before the final approval is granted.

Research ethics is important, and there is detailed information on the College ethics web pages. The guidance provided is regularly updated to take account of University and external policy changes and you should ensure that you refer to this when you are completing your application.

School and College Ethics Contacts are listed on the webpages. Ethics application forms can be downloaded from the webpages and guidance on completing the forms and sample versions of supporting documents are available. There is also extensive guidance on ethical principles and an FAQ page.

[College Ethics website main page: http://www.gla.ac.uk/colleges/socialsciences/students/ethics/](http://www.gla.ac.uk/colleges/socialsciences/students/ethics/)

If you have any doubts, please seek additional guidance from your supervisor or members of the Graduate School team.

7 Preparing a Masters Dissertation

Every candidate for an **MRes/MSc** is required by our Regulations to present a dissertation before they can be considered for award of the degree.

7.1 What is a Dissertation?

A dissertation is (typically) an original piece of written work of some substance, in which a problem, hypothesis or question of importance to the author is subjected to analysis and elucidation by an explicit method or methods. Conclusions are drawn about the problem and also perhaps about methods chosen and the contextual value of the findings.

The originality of the dissertation lies in it being the new work of an individual author tackling an issue of practical or academic significance.

The requirement for the contribution to knowledge means that your research must be satisfactorily linked to what is already known about the topic. Working at the MSc level also calls for higher standards of research design, implementation and analysis than called for by a Diploma dissertation.

7.2 Acceptable Dissertation Themes and Topics

The requirement to make a contribution to knowledge means that deciding on your topic is a serious issue. The Course Organiser and/or your potential supervisor who must grant their approval before you proceed will give you guidance. In preparation it will be helpful to ask yourself questions such as:

- Why is this issue relevant?
- What has already been written about the topic?
- Is there a gap in knowledge?
- Can the gap be filled by research?
- Is the research feasible within the confines of an MRes/MSc dissertation?

Once you have identified a possible topic, you need to consider the data you need to access:

- What kind of data do you need?
- How can you collect them?
- What difficulties are there likely to be?

Some potential topics may be rejected because of the problems of data collection and you need to identify this at an early stage.

7.3 Focussing and Formulating Your Topic

By now it must be obvious that there is no uniform way of specifying what your dissertation should be about, or how you should approach it. But a good dissertation typically has a clear focus, an interesting perhaps even novel approach, and is executed in a logical and convincing way. Therefore, it is worth expending more effort on the preparatory and often uncomfortable processes of:

- specifying a prime focus which interests you;
- considering various alternative or complementary ways of tackling the issues;
- developing your ideas in a comprehensible way (i.e. comprehensible to someone other than you).

The research and writing process is messy at the best of times, so it makes sense to sort out in advance the dissertation's purpose, structure and schedule. This will also provide a standard against which you can judge your own progress.

The planned dissertation should therefore be:

- clearly focussed
- practicable and manageable

- relevant
- challenging but achievable

a. Research Methods

The choice of appropriate research methods is central to the success of an MRes/MSc dissertation and emphases will differ between disciplines.

You can get some idea of the standard required by looking at past MRes/MSc dissertations in your School. These dissertations demonstrate the many different approaches which have been adopted.

You should ensure that you consider the advantages and disadvantages of different methods. The methods you use must be suitable for the questions you want to answer. You should discuss methods with your supervisor and consult with him or her about the specific research instruments (e.g. questionnaires, topic guides) you propose to use.

b. Internet and Networked Resources

Students will have received training in IT skills and library networked resources and databases during the Research Training Programme Induction in September. They will be expected to demonstrate advanced information retrieval skills in assembling data for the dissertation.

c. The Role of the Dissertation Supervisor

The relationship between a student and the dissertation supervisor is a very individual one, but most staff prefer to work in the role of a helping resource, responding to the initiatives of the student. Supervisors must respond fully to all reasonable requests for advice, assistance and monitoring, and it is expected that the student will be asked to account for his/her progress on a regular basis. Schools will have their own specified procedures.

Sometimes the student feels comfortable with his or her ideas and sense of progress and wants little if any supervisory help at all. This may be unproblematic, but more often is a source of potential danger. The value of the process of appraisal, discussion and interaction is implicit in the requirement that each student must have a supervisor, and you fail to take advantage of the system if you sit in a corner and write. You may also get a rude shock if the supervisor reacts negatively to your carefully nurtured project which they first see two weeks before submission date.

The regular comments and opinions of your supervisor as your dissertation progresses can indicate a great deal about its likely acceptability when it is finally presented.

d. Planning Your Work

The timetable or schedule of work that you adopt will depend on the type of dissertation you undertake. But your success in managing the whole process will also depend on how well you plan the work and monitor progress against your plan.

Guidance can be sought from K. Howard and J. Sharp's (Gower, 1983) book *The Management of Student Research Project* and from Pat Cryer's (1996) *The Research Student's Guide to Success*. As a rough guide, think about how long it will take you to do each stage (e.g. reading, fieldwork, writing up), then double it. Add time for holidays, sickness and domestic crises. Work your timetable until you have something, which you can actually achieve. Discuss it with your supervisor who will be able to give you a good idea of how much time to allow for each stage.

e. Writing-Up

If you have adopted the approach suggested in these notes by focussing on a worthwhile topic, working out how it is to be tackled, and scheduling your task in sections over a few months, then the actual writing should be facilitated.

Your first draft is unlikely to be adequate. Early chapters will need revision in the light of subsequent research or findings, and the clarity and brevity of the writing itself will also need constant monitoring and improvement. However, getting the chapters written up broadly in line with your original plan will keep your supervisor involved, it will provide you with a mark of progress, and it will keep the whole task manageable.

Seek the help of your colleagues and your supervisor to help you get your writing sharp and effective. Can they understand it readily? Be open to constructive criticism. As in most other pieces of communication you have a case to argue, and the dissertation represents your best statement of the issue, your conclusions about it, and why you reached these conclusions. It can be hard to sustain a specific thread of argument through a substantial piece of work, but it is worth the effort.

f. Assessment

There is College wide Code of Assessment that is included in all course documentation.

Dissertations are double marked, that is, assessment is carried out by the two members of staff who together agree a mark. In common with other examinations and assessments, borderline pass/fail and pass/distinction dissertations, plus a selection of others, are read by the external examiners. In the event of a borderline fail the student may be required to attend a viva (oral examination), but in practice this is extremely rare. In assessing the dissertation the examiners consider the following:

Content

Is the question being investigated clearly established at the outset with reference to existing theory or knowledge? Does the student demonstrate knowledge of the available literature on the subject? Is the scope of the dissertation sufficiently wide? Is the dissertation the student's own work, and can the student's work be distinguished from other people's by the adequate use of references?

Analysis

Is the issue being addressed, or the hypothesis tested, firmly based on the literature or other sources or ideas? Are the research methods used appropriate? Does the student show an understanding of the limitations of information used, particularly its reliability and representativeness? Do the conclusions and recommendations follow from the research carried out for the dissertation? Is the dissertation objective, with its findings based on firmly established ideas and facts rather than unsupported opinions and prejudice? Does it fully differentiate between opinion and fact? Is the content presented in an enquiring, critical fashion, or is it mere description?

Structure

Is the structure logical; are there good links between individual chapters?

Presentation

Is the dissertation well presented with reference to typing, format, references, tables etc.? Is it in good English with standard spelling and grammar?

g. Further details on the "Presentation of the MRes/MSc Dissertation"

The following is a useful checklist. Carefully consider the details of this list well in advance so that you can structure your work and time accordingly:

- 1 Dissertations should be typed or printed in a permanent and legible form.
- 2 Good quality paper of A4 size (210 x 297 mm) should be used. Margins should be not less than 20mm, and 40mm at the binding edge. Double or one-and-a-half spacing is desirable in transcript.
- 3 Pages should be numbered consecutively through the dissertation.
- 4 The title page must give the full title of the dissertation, the name of the author, the degree for which it is submitted and the School concerned, and also the month and year of submission.
- 5 A table of contents and one-page abstract must both be provided.
- 6 The summary should be placed at the beginning of the dissertation, following the title page and contents list.
- 7 Illustrations of all kinds can be included in with the dissertation. Any material, which cannot be included within the dissertation covers, should be packaged so that it can be kept with the dissertation, and should be labelled in a similar way. The dissertation should contain a clear indication that such supplementary material exists.
- 8 Normally two copies of the final dissertation should be presented.

The notes are adapted from some of the main points in "Recommendations for the presentation of theses" (BS 4821: 1990) published by the British Standards Institution. The Royal Society's "General notes on the preparation of scientific papers" (revised edition 1974) may also be useful. Copies of the full text of both are available in the University Library, which also has various reference books and a slide-tape presentation on the subject.

**COST-BENEFIT ANALYSIS APPLIED TO
ALTERNATIVE STRATEGIES FOR
HIGH-RISE HOUSING
IN GLASGOW**

BY

STUDENT NUMBER

**A dissertation submitted in part requirement for
the degree of
MSc in Social Science Research**

The Graduate School

University of Glasgow

September 2021

i. Dissertation Structure: Compulsory and Optional Sections

The following table displays the order in which sections should be placed in your submitted document and identifies which sections are compulsory and which are optional. Your particular Taught Masters Degree may have particular requirements in this regard so you should check with your course co-ordinator.

<u>Page</u>		<u>Notes</u>
Title page	(compulsory)	(See 7.11)
Contents	(compulsory)	1. Details of Sections and Chapters with pages numbers. 2. List of Tables, Appendices, Diagrams etc. in order.
Abstract	(compulsory)	Up to 350 words on purpose, methods, results and conclusions.
Acknowledgements	(optional)	If any part of the work has already been published, and if assistance or co-authorship should be acknowledged. This is also your opportunity to acknowledge the patience of partners and friends.
Permission to consult	(compulsory)	Normally a dissertation is made available to anyone who knows of its existence and who wished to consult it. Confidentiality of material may require some statement of restriction.
Abbreviations	(compulsory)	List or index of special terminology, jargon or abbreviations, only if extensive use of this is required by the subject matter.
Text	(compulsory)	
Appendices	(dependent on text)	Material such as questionnaires, technical explanations of methods or leaflets should be put in the appendix. However the appendix is not a dustbin: the criteria for inclusion must be that it helps the reader's understanding of the topic.
References	(dependent on text)	Must be complete, the format will depend on School guidelines.
Bibliography	(compulsory)	
Index	(optional)	

j. Dissertation Proposal - Suggested Format

The following outline presents a structure that will help you design your dissertation proposal. Much time and unnecessary angst can be saved by carefully considering these points early on in the dissertation process.

- 1 *Policy issue, problem, hypotheses, or questions to be tackled***
 - This should not be a trivial issue, nor too broad an issue.
 - A piece of straightforward management or market research would probably be inadequate as a Dissertation topic by itself; it must provide a basis for analysis and for the drawing of sound conclusions, and be set in a worthwhile context.
 - There may be several related problems which you are interested in, but the dissertation should focus on one. You may need to prepare several proposals, one for each possible topic, in order to decide which has most potential.

- 2 *Background, relevant literature, and potential value of the topic to you***
 - Why you are concerned with this topic, how you assess its relative importance, and relevant literature on which your work sits.

- 3 *Sources***
 - Statement of what formal knowledge and sources might be relevant to the dissertation, whether from MSc course, previous training and experience, in-company sources, industry or government data.
 - Whether specially collected data will be needed.
 - How likely is it that you will get access to the information you would like? Whose co-operation or permission will be needed?

- 4 *Method***
 - Possible approach(es) to the problem.
 - What method(s) are proposed for analysis treatment, and evaluation?
 - Are these familiar to you, or will you have to “mug them up”?

- 5 *Conclusions***
 1. Anticipated outcome; type of conclusions(s) expected or hoped for.
 2. What if your desired conclusion is not achieved (e.g. null hypothesis accepted; model not adequate; sources or data suspect, etc.)

- 6 *Chapter Outline***
 1. A list of chapter headings at this stage can be a guide to working through or summarising some of the points made above. Of course, it will only be tentative.

- 7 *Time and Resources***
 - a. Timescale envisaged; hours needed to do the work?
 - b. Target completion data, with time in hand for revision?
 - c. Special resources needed
 - technical support
 - special books/information
 - specialised software for qualitative analysis (remember there is a learning curve)
 - Any outside resources involved (e.g. other companies)?
 - Travelling involved? Who will fund this?
 - Other estimated costs.

k. Finally

Please do not panic! The dissertation is a major piece of work and unlike an essay it cannot be completed in a quick burst of effort over a few days. The best strategy is to do a little at a time over the whole period of time available for its completion. If you are in difficulty at any point with the dissertation, especially if you seem to be getting nowhere, consult your supervisor in the first instance, or failing that, the Course Organiser.

Reference

Howard, K and Sharp, J (1983) *The Management of a Student Research Project*, Aldershot: Gower.



University
of Glasgow

College of Social
Sciences

**CoSS (College of Social Sciences)
Research Training Programme**

Coursework Cover Sheet

Student number							
Subject							
Year of study							
Course co-ordinator							
Date of submission							
Word Count (excluding bibliography)							
Declaration of Originality form submitted							Please tick

Please securely attach this cover sheet to your hard copy assignment

***** PLEASE DO NOT PUT YOUR NAME ON ASSESSMENTS *****



College of Social Sciences

Extension Request Form

For coursework extensions of up to 5 working days
If you need longer than 5 days, you must submit a Good Cause Claim via MyCampus

Name: _____

Student ID:

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Course	Assessment (e.g. essay, project etc)	Original Due Date	Extension Requested (up to 5 working days)
1 _____	_____	_____	_____
2 _____	_____	_____	_____
3 _____	_____	_____	_____

Reason for request _____

Evidence attached _____

Please submit (preferably by email) to your course administrator or contact the Postgraduate Office, Room 210, Adam Smith Building on how to submit. Please read the Extension policy available on the PGT Common Room Moodle page.

Appendix 3: Student Absence Policy

This policy applies to all undergraduate and postgraduate taught students.

Definitions

A class is any learning and teaching session. It includes such things as lectures, seminars, laboratories, work placement etc.

A working period is any teaching or revision/examination period. For undergraduate students this will often be a semester. For students engaged in project work, placements or field work, a working period is any period which is not a declared holiday.

A significant absence is:

an absence of **more than seven consecutive days**¹ during working periods

an absence of **any duration** if it prevents a student from:

attending an examination, or

fulfilling any other published minimum requirements for the award of credit (e.g. compulsory attendance at a tutorial or laboratory class or meeting a deadline for handing in an assignment).

Attendance Requirements

Students are expected to attend all timetabled classes.

Attendance at any examination which contributes to summative assessment is compulsory.

Heads of School are responsible for ensuring that students are given clear notification of all classes for which attendance is compulsory.

Procedures for Notification of Absences²

Reporting Requirements

Students must complete a MyCampus absence report for any significant absence. Students are recommended to complete an absence report for any absence for which they would like the University to take account of special circumstances regarding their ability to attend university, e.g. the cumulative effect of several (non-consecutive) days of absence.

Table 1 summarises the requirements.

Timing

All potentially significant absences should be reported as soon as is practical, by completing part 1³ of the MyCampus absence report. Part 2 of the MyCampus absence report should be completed on return to university. The normal submission deadline for the completed absence report is 7 days after return to university. The Board of Examiners will not necessarily take account of absences reported after this deadline when considering a case for good cause (see 4.2 below).

If at all possible, absences which will result in non-attendance at examinations should be notified **before** the examination by contacting the relevant examiner, School Absence Contact, or Head of School. This should be followed up by completion of part 1 of the MyCampus absence report.

Submission of Documentary Evidence

Documentary evidence is required for any significant absence. Table 1 shows under what circumstances a medical certificate is required. Documentary evidence should be scanned electronically and linked to the MyCampus absence report⁴. It is the responsibility of the student to keep all original documentation and submit it to the Head(s) of School(s) or nominee(s) on request. If a student is unhappy about scanning sensitive information into MyCampus, he or she must submit the original information to their Adviser of Studies, Honours Convener, or Head of School or nominee, who must

¹ The seven consecutive days include weekends, for example: Thursday, Friday, Saturday, Sunday, Monday Tuesday, Wednesday

² Special arrangements may be made for students who are absent from placements (e.g. work experience). Such special arrangements must be approved by the appropriate Head(s) of School.

³ Part 1 requests the date of first absence and estimated duration of absence.

⁴ Full instructions will be provided in MyCampus.

complete part 3 of the MyCampus report to acknowledge receipt. Some schools may insist on submission of all original documents. In such circumstances, Heads of School are responsible for ensuring that details of additional submission requirements are published.

Duration of Absence	Significant?	Absence notification via MyCampus required?	Reason for Absence	Medical Evidence required?	Other Evidence required?
7 consecutive days or less with no examinations, assignments or compulsory classes missed	NO	NO ⁵	Medical	NO	NO
			Other	NO	NO
7 consecutive days or less where an examination, assignment deadline or compulsory class has been missed	YES	YES	Medical	NO ⁶	YES
			Other	NO	YES
Any absence of over 7 consecutive days during working periods	YES	YES	Medical	YES	NO
			Other	NO	YES

Table 1

Forms of Documentary Evidence

Suitable types of evidence include:

a medical certificate or report from a doctor who is not related to the student

a note from the police

a note from a hospital

Other forms of evidence must be accompanied by contact details of a person who could verify the information and/or provide further details. This policy does not attempt to provide a definitive list of all suitable documentary evidence, but types of evidence might include:

a letter from a student counsellor or other professional

a note from an independent responsible person who can vouch for the event which led to the absence

evidence from a member of staff who was alerted to the circumstances at the time

Procedures for responding to Notification of Absences

School Absence Contacts⁷, Advisers of Studies and Course Coordinators⁸ will be notified by email 7 days after the start of an absence, as indicated by part 1 of the MyCampus absence report. They will also be notified on submission of the completed MyCampus absence report. School Absence Contacts, Advisers of Studies and Assessment Officers will have full access to the student absence reports. Course Coordinators will not normally have full access⁹, but the email notification will include the dates

⁵ In some circumstances it may be beneficial to complete the MyCampus notification. See section 3.1 regarding the cumulative effects of several absences.

⁶ A student is encouraged to provide medical evidence where it is available.

⁷ Those assigned responsibility for receiving notification of and monitoring student absence.

⁸ Schools may choose not to have course coordinators notified by email.

⁹ Access will depend of MyCampus permissions. Some course coordinators will have the required permission as a result of their other duties.

of absence. School Absence Contacts should monitor the situation and liaise with the student, Adviser of Studies, Course Coordinator, Honours Conveners and Programmes Leaders as necessary.

The submitted absence report may be used:

By Course Coordinators and/or Heads of School to suggest any remedial work which the student should do on return to university. It is the responsibility of the student to ask the appropriate staff member about any required remedial work.

By the Board of Examiners and/or Heads of School to consider any case for "good cause" and apply the rules of incomplete assessment as appropriate (see *Calendar* sections 16.26 -16.33). It is the responsibility of the Assessment Officer to ensure that relevant information from the MyCampus absence reports is presented to the Board of Examiners.

Retention of Records

Absence reports and associated documents will be retained in line with agreed University policy.

Heads of School are responsible for having a system in place for removing locally held student absence information (electronic and paper) in line with agreed University policy.

Summary of Responsibilities

Students should:

attend all timetabled classes;

complete part 1 of the MyCampus absence report for significant or potentially significant absences as soon as possible;

complete part 2 of the MyCampus absence report within 7 days of return to university;

ask the appropriate member of staff about any required remedial work;

in cases of incomplete assessment resulting from "good cause", follow the procedure set out at section 16.27 in the *Calendar*.

School Absence Contacts should:

monitor significant absences and liaise with the student, Adviser of Studies, Course Coordinator, Honours Conveners and Programmes Leaders as necessary;

Course Coordinators should:

respond to requests from students regarding advice about remedial work to be done.

Advisers of Studies should:

provide general support and advice to students who seek it;

if necessary, receive the information which was not submitted on-line and ensure that part 3 of the MyCampus report is completed;

where appropriate, respond to requests from students for help in establishing a case for "good cause".

Honours Conveners should:

if necessary, receive the information which was not submitted on-line and ensure that part 3 of the MyCampus report is completed.

Assessment Officers should:

ensure that relevant information from the MyCampus reports is presented to the Board of Examiners.

Board of Examiners should, in accordance with the rules of incomplete assessment:

consider the evidence presented and decide whether good cause has been established;

taking into account all the evidence, determine the appropriate outcome for the work being assessed.

Heads of School should:

ensure that students are given clear notification of timetabled classes for which attendance is compulsory;

identify and publicise School Absence Contacts and Assessment Officers;

ensure that centrally held course coordinator information is kept up to date;

ensure that any additional requirements for submission of original evidence are published;

if necessary, receive or nominate someone to receive the information which was not submitted on-line and ensure that part 3 of the MyCampus report is completed;

approve any special measures necessary to deal with students who are absent from placements;

ensure that a system is in place for removing locally held student absence information (electronic and paper) in line with agreed University policy.

Appendix 4: Guide to Writing Essays and Reports

Taught Masters' students can attend classes on academic skills with the Student Learning Service and the College's Developing Your Academic Writing programme. Topics covered include assignment and dissertation writing, critical analysis, effective use of sources and English Language use in academic writing. Find out more at:

- <http://www.gla.ac.uk/services/sls/offer/learningadvice/socialsciences/>
- <http://www.gla.ac.uk/colleges/socialsciences/students/international/developingyouracademicwriting/>

Postgraduate Research Students can attend a series of six workshops dealing with different aspects of the PhD writing process. These workshops will be available in terms one and two, and will also repeat in both terms. The Effective Writing Adviser for Postgraduate Researchers also runs writing boot camps to help you get into the habit of regular, productive writing. 1:1 appointments are also available, as are email consultations and Skype appointments.

You can find out more here: <http://www.gla.ac.uk/services/sls/offer/writing/pgr/>

To contact the Effective Learning Adviser for College of Social Sciences email studentlearning@gla.ac.uk

- **Introduction**

This note provides some advice on writing reports and essays for the Housing Studies Programme. It begins by discussing the differences between Creative and academic writing and between essays and reports. It goes on to provide guidance on planning your assignment. This advice has been adapted from various sources and references are given at the end.

- **Creative and Academic Writing**

Writing is thinking. It is not regurgitation - it is communication. In written work you must select your words carefully and make your meaning absolutely clear - you do not get a second chance because you are not with the reader to explain difficult points. Ensure that the style and vocabulary are suited to your audience. Shown below are some key points to remember when writing at university level.

Some differences between creative and academic writing:

Creative writing:	Academic writing:
Subjective - emotional, connected to feelings	Objective Ideas detached from emotional self -
Descriptive	Analysis of an issue, problem, or question
Narrative saying what rather than examining why, how, implications of etc.	Narrative normally unnecessary
Use of imaginative details - little or no need of factual basis	Statements need to be backed up with evidence
Informal, vernacular language	Formal, functional language

Writing at University

With any piece of academic writing you must:

1. Answer the question. To do so requires that you 'decode' the question, paying particular attention to instruction words (see below) and include only details that are relevant.
- Structure your essay clearly from a good, punchy introduction through a logical progression of clearly liked arguments to a memorable conclusion.

- Convince the reader that you have mastery of the subject. Demonstrate that you have read and understood the main concepts, citing appropriate examples. A good bibliography shows that you have read around the subject.
- Write English which is grammatically correct and free of spelling mistakes. Use the spell checker on your word processor but don't let it be a substitute for careful reading. Don't rely on the grammar checkers - computer programmes are no substitute for proof-reading and re-editing!
- Show that you can use the conventions and terminology of your subject in terms of, for example, scientific names of animals or plants, or literary, linguistic and critical terms.
- ***The difference between essays and reports***

For your assignment, you may be asked to write an essay or a report. You will be used to writing reports, but may well never have written an essay. This section explains some of the main differences between an essay and a report.

Essays are generally designed to get you to examine facts and to develop arguments around them. For example, you are often asked to argue for or against a proposition, or you are expected to compare and contrast two different policies. Essays allow you to develop your argument and reach conclusions.

Reports require many of the same techniques as essays, but you are required to apply them in different ways.

Reports are often commissioned by organisations wishing to know the answer to particular questions. Reports should contain an introductory chapter in which you restate these questions, or objectives, and explain the structure of the rest of the report. You should stick to considering the questions systematically. Commissioners of reports are interested only in having their questions answered!

Sometimes reports are aimed at improving an organisation's policies or practices. Such reports will include recommendations. Recommendations are naturally presented at the end of a report, but must always be based on the evidence presented in the body of the report.

Reports are written in a different style from essays. Essays can be discursive, they can contain a reasonable number of quotations, and arguments can be developed until a conclusion is reached.

In contrast, reports are much more information based. A good report writer will consider the evidence, and reach a conclusion, before they start writing. They may present information which clearly supports the conclusion. This does **not** mean that information should be distorted to suit a conclusion!

Reports generally have shorter sentences and paragraphs than essays. A premium is set on clarity and conciseness. Sometimes it may be appropriate to use bullet points.

Reports often have numbered paragraphs. This allows for evidence, conclusions and recommendations to be cross-referenced.

- ***Planning your assignment***

You need to do the following tasks:

- | |
|---|
| <ul style="list-style-type: none"> - Analyse the question - Find relevant information - Plan the essay structure - Write the first draft - Produce final version including bibliography |
|---|

These are discussed in more detail below.

- **Analyse the question**

You will be asked to answer a specific question (or given a choice of questions). It is important that you start by ensuring that you fully understand what you are being asked to do. One of the most common problems facing any student is that of answering the question set. The question is there for a purpose, it:

- **focuses your attention on a particular topic within a subject area**
- **determines how you approach the topic/subject**
- **requires you to discern relevant material (to assess from your reading what is appropriate to the question and what is not).**

First, you need to decide what essay question you are going to answer. What looks interesting to you? Deconstruct the essay question—what will you have to address?

- Divide your essay question into the following:
 - command words - e.g. 'describe and explain', 'critically assess', 'discuss'
 - subject matter - e.g. 'managerial enterprise', 'contraception'
 - parameters/ limitations/ angles - e.g. 'in Britain today'
- Look carefully for the key issue words.

For example:

To what extent does Scottish social housing meet the criteria of efficiency, equity and freedom?

<u>command words:</u>	'to what extent'
<u>subject matter:</u>	social housing, efficiency, equity, freedom
<u>parameters:</u>	Scotland, social housing, today
<u>key words:</u>	meet the criteria

Commands

Compare: If you are asked to make a comparison, it will be possible to compare the terms or organisations concerned in a number of different ways or under a number of different aspects. Make your comparison one aspect at a time and discuss the similarities and differences in an ordered way.

Define: You may be asked to define a term. This may be a dictionary definition or a technical meaning. In some cases, the meaning may be hard to define. In this case, you should discuss possible different meanings.

Outline: If you are asked to outline something you are expected to briefly describe the key facts.

Discuss: If you are asked to discuss a statement, you need to sum up the evidence for and against it (or for and against each of its parts) and then arrive at a reasoned conclusion.

Evaluate: An evaluation is a critical assessment of an issue. Questions asking you to appraise or critically appraise are expecting a judgement (for example of effectiveness) after a reasoned analysis.

Illustrate: If you are asked to illustrate a statement, only the positive evidence is needed; if you are asked to refute it, you need only the negative evidence.

Why: If you are asked why something is the case, you should give evidence for and against each of the possible causes in turn, discuss how (if this happens to be the case) several causes operate together, and give your view. Remember to say how the various causes operate, and which of them you find to be the most important. Questions which begin 'Explain' or 'Account for' are also questions about causes, and should be answered on similar lines.

Whether: If you are asked whether this or that view is correct, you should present the evidence for and against each view in turn, and then give your decision.

Who, which what: If you are asked to make a selection (questions beginning 'Who?', 'Which?', 'What?'), you should discuss the possibilities which you reject (and say why you reject them), before giving your own choice.

- ***Finding information***

Information sources

Depending on the topic, you may need to use a combination of primary and secondary sources of information.

Primary information is that collected by the researcher (i.e. the project writer) at first hand. It may come from:

- postal or door-to door surveys
- focus groups
- interviews
- data extracted from the organisations' files

Secondary sources include:

- reports and policy documents produced by the organisation
- data produced by other researchers or organisations, including books and reports.

You should think through in detail what data sources and methods are appropriate to the questions being addressed by the assignment.

Books and Reports

You will almost always be expected to start researching your topic by finding out what has been written on the subject. You should start with the reading lists provided by the Course Co-ordinator. Most of these books will be available in the University Library. You can also search for suitable material by using the computerised catalogue to search by author or by key word. For example, if you key in 'SOCIAL EXCLUSION', the computer will give you a list of books and reports with these words in the title.

You can also build up references from a single source. Once you have found one useful book or article, look to see what sources that author has used. Literature reviews of a subject can be particularly useful because they often provide a large number of references on a topic.

If you are not sure whether an article or book is going to be useful, read the introduction and the conclusions. This will also give you a hint whether the full text is worth reading. All articles in academic journals are preceded by a summary - this can guide you to whether an article is relevant to your essay.

Is the book worth reading?

- Read the back page, summary or introduction
- Scan the Contents page,
- Look at chapter headings and sub headings
- Read relevant sections more carefully

Practitioner Magazines

The world is constantly changing and you read to ensure that you keep up to date. You will find it useful to scan practitioner magazines regularly.

Using the Internet

Another source of material is the Internet. You could do a search on a 'search engine' (the best is *Google*), to find potentially useful sites. Course Co-ordinators may also suggest sites which may contain useful information. Some sites contain summaries of reports, or even the whole report for you to download. Note that copying text from the web without following proper referencing convention constitutes plagiarism.

Read and make notes

Keep accurate and precise notes so you can reference your reading properly - that is, both to avoid plagiarism and to meet referencing conventions (see below). You may want to write down your reflections and responses in the margins, as you make notes; this could be useful when you start to construct your essay.

Think critically

Don't just accept what you read as factual and truthful - there are often several views on any issue. You need to think critically about the claims of writers, theorists, authorities and governments. Consider what their claims are based on and how far they seem to apply or be relevant to a given situation.

Ask yourself the following questions:

- Can you believe everything you read?
- Are experts always right?
- What makes us take more notice of one academic writer and less of another?
- What makes a scholarly, rigorous piece of research, and what makes research findings weak or strong; valid or lacking in evidence?

Apply the following questions to your reading of research reports/literature:

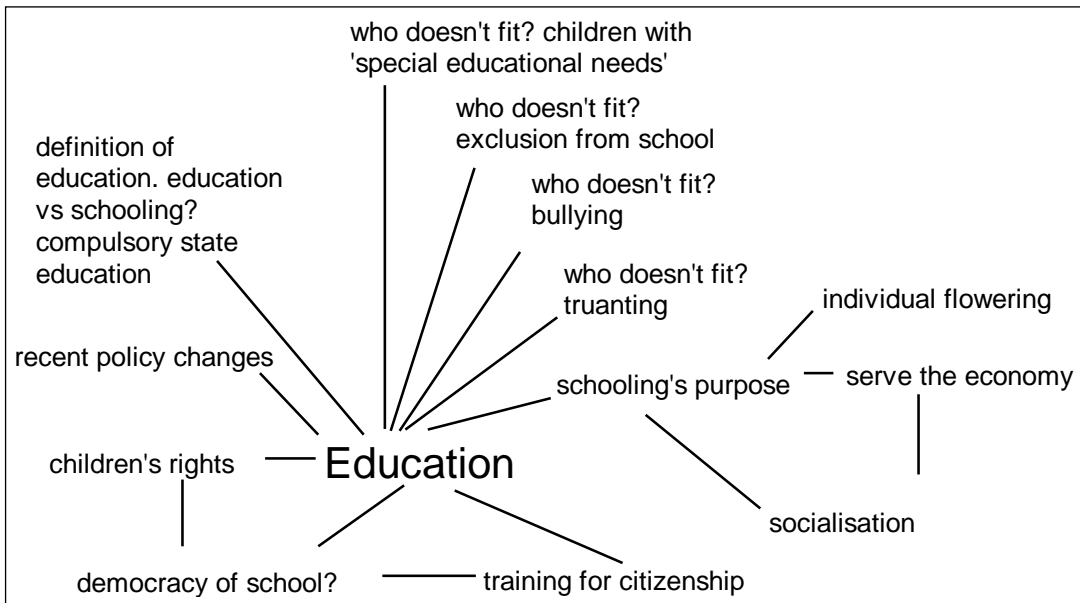
- Who is the author's audience?
- What is the research trying to prove?
- What are the key findings?
- Are the findings supported with specific evidence?
- What research methods were used? -Were these adequate?
- Why does a point convince you? (E.g. Are you influenced by the evidence supplied; the eloquence of the argument; your own knowledge and experience?)
- What are the general weaknesses in the theory being used?
- Do these weaknesses either undermine the author's basic hypothesis or any of the main points that are relevant to the task/ question set?
- Who funded the research?
- What do other academics say concerning the same subject?
- What alternative argument to that of the author, in response to the task set/ essay question, would you construct in the light of the evidence you had read?

Points to remember:

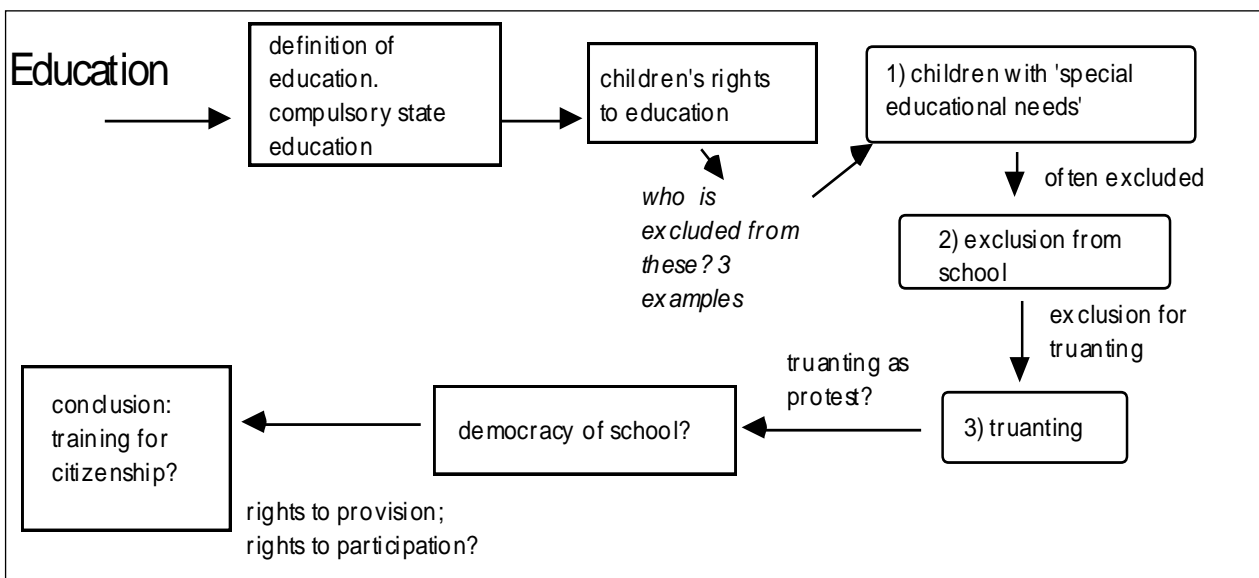
Essentially, you should try always to be critically aware of the way an argument is put together in the literature as much as just searching for appropriate information. Within an essay there is an expectation from the tutors that you will be able to demonstrate a wide knowledge of the relevant academic material and confidently be able to analyse both the structure and content of this literature. This is the essence of critical reading.

- ***Planning the structure***

Once you have your information, you can begin to think about how you will put the information together. An excellent way to begin is creating a 'mind map'. You put the main thrust of the essay in the middle of the page, and then develop possible lines of argument on lines running from the subject matter. For example:



You can then take this creative thinking and consider how you will construct your argument. A 'flow chart' can help ensure a logical progression. The flow chart's boxes contain the examples/ evidence you will use, and the arrows are associated with the theoretical points/ arguments you are making. For example:



Remember that critical awareness is essential to good essay and report writing. Don't just be descriptive or chronological.

- **Writing your draft essay**

Essays typically have this structure:

Introduction: A map for the reader. Tell what you are writing about, outline where the essay is going and what is going to cover. It seems odd, but introductions are best written last - probably because your essay needs to do what the introduction says it will.

Main body: your flow chart comes in handy here. Make your points logically and coherently, backing up with examples/ evidence/ supporting argument as needed.

Conclusion: the conclusion's role is to summarise and finish strongly. You shouldn't be introducing new material or arguments at this point. Rather, you should aim to summarise briefly the main points you have made during the course of the essay.

- **Writing Your Draft Report**

Structure of Reports

Millar, A; Morris, S and Platts, A. (1999) suggest that reports should include the following:

- **Title page**
This should include the title, the commissioning organisation, your name and date.
- **Content page**
It is important to provide a list of contents which indicate the page numbers of each new chapter. A separate list for tables is sometimes useful.
- **Summary**
Every report should contain a summary. The purpose of this is to give the reader an overview of the subject matter. A summary is difficult to write well, and, although it appears at the beginning of a report, it should be the last thing you write.
- **Introduction**
You will have an introductory section that sets out the main aims and objectives of the report; the methods used and explain the structure of the remainder of the report.
- **Chapters or sections**
It is usual to divide a report into short chapters, or sections which deal with each of the substantive issues.
- **Conclusions and Recommendations**
This section should discuss your conclusions and (if appropriate) recommendations. New material should **not** be introduced at this stage.
- **References**
Your references should be at the end of the report. You should use the Harvard system (See below).
- **Presentation report**

Headings

It is important to adopt a consistent hierarchy of headings, e.g.

CHAPTER TITLES
1 Main Headings
1.1 Sub-Headings
1.1.1 Sub-sub-headings

Numbering Paragraphs

It is useful to number paragraphs as this allows you to cross-reference between different parts of the report. In particular, conclusions should follow from the body of the report, and a reference to the part of the report from which a conclusion is derived is helpful.

There is no single 'right' way to number your paragraphs, but this is one:

Section 2

2.1 First Main Heading

2.1.1 First paragraph

2.1.2 Second paragraph

2.2 Second Main Heading

2.2.1 First paragraph

2.2.2 Second paragraph

Line spacing

Reports should be presented in 1.5 spacing.

Tables

All tables should indicate their source underneath them. The source should appear in full in the references.

- **Referencing**

Where you use a book or report as a source for your discussion, the work must be cited in the text and included in the bibliography. If you are drawing on interviews then you should make this clear. Direct quotations, such as paragraphs from books or reports, must be placed in quotation marks and the source cited immediately after the quotation. If you are not sure how to acknowledge a source, seek advice from the course co-ordinator or tutor. You'll need to both reference in the text and have a bibliography. We recommend that you use the **Harvard System** for referencing.

Examples of how to reference material are given below.

In the text

When you have used a point from someone else, ensure the author, date and page number are included in the sentence, or in parentheses. This is called the '**Harvard System**'.

For example:

As Franklin writes, children will almost certainly need initial adult advocacy and support when participating in formal decision-making because they have traditionally been excluded (1995, p. 14-15).

If you were directly quoting, the text might look like this:

As Franklin writes:

Children have been excluded from participation in formal decision-making for so long, that is seems unlikely that they could enter this arena without the initial support and advocacy of adults. (1995, p. 14-15)

If you are quoting only a few words, or one sentence, you can indicate this by using quotation marks in the main text, with the source in brackets. For example:

Franklin believes that children will need 'the initial support and advocacy of adults' (1995, p. 15) because of their long exclusion from participating in formal decision-making.

If you wish to miss out bits of a quote, replace the words with three dots '...'. But make sure you do not change the author's meaning by leaving out words.

Bibliography

A bibliography provides the reader with the means to find your original reference. Anything you have referred to in the text must be in your bibliography.

Every bibliographic reference needs to have the basics: **author, date, title, place of publication, publisher**. Other necessary information depends on your source.

Book:

Holt, J. (1974) *Escape from Childhood*. Harmondsworth: Penguin Books.

Book Chapter:

Mayall, B. (1994) "Introduction" in *Children's Childhood: Observed and Experienced*. Ed. with an introduction by Mayall, B. London: The Falmer Press. pp. 1-12

Journal Article:

Purdy, L. (1994) "Why children shouldn't have equal rights" *The International Journal of Children's Rights*. Vol. 2, pp. 223-241.

Website

Scottish Office (1999) *Investing in Modernisation - An Agenda for Scotland's Housing: A Green Paper*. Cm 4272, The Stationary Office. <http://193.32.28.91/library/documents-w7/hgp-00.htm>

Internal report

West Lothian Council (1999) *Housing Plan 2000-2005*, Bathgate: West Lothian Council

Publishers have all different kinds of rules (e.g. about whether titles are italicised or underlined, chapters in double or single quotes). Pick your own rule, and just ensure you are consistent and you have all the information. References should all be in alphabetical order, by first author's last name.

Remember that quoting from sources without acknowledgement is PLAGIARISM - which the University considers to be a disciplinary offence.

• ***The final version***

You should expect to do at least two drafts of your assignment. Ideally, leave some time between the drafts so you can have a fresh perspective. This will allow you to improve your argument and the logic of the work.

Presenting your essay

Your assignment will be better received if it is well presented, grammatically correct and spell-checked. Word process your essays if you can, with lines double-spaced. Remember you must hand in two copies of your essay to the College Office.

Presenting your Report

A PROFESSIONAL REPORT SHOULD

- be an appropriate length
- be written in report style
- have a clear structure
- be well written in clear language and be properly proof-read
- be properly referenced
- include appropriate tables, figures and appendices
- be typed and bound

Aiming for a good mark?

If the course co-ordinator has suggested a structure or weighting of marks, pay attention to this - you will lose marks if you don't answer the whole question. You should have a look at the marking scale and descriptions.

Appendix 5: Declaration of Originality Form
(1 copy to be submitted with every assignment)



Declaration of Originality Form

This form **must** be completed and signed and submitted with all assignments.

Please complete the information below (using BLOCK CAPITALS).

Name
Student Number.....
Course Name.....
Assignment Number/Name.....

An extract from the University's Statement on Plagiarism is provided overleaf. Please read carefully THEN read and sign the declaration below.

I confirm that this assignment is my own work and that I have:	
Read and understood the guidance on plagiarism in the Undergraduate Handbook, including the University of Glasgow Statement on Plagiarism	<input type="checkbox"/>
Clearly referenced, in both the text and the bibliography or references, all sources used in the work	<input type="checkbox"/>
Fully referenced (including page numbers) and used inverted commas for all text quoted from books, journals, web etc. (Please check the section on referencing in the 'Guide to Writing Essays & Reports' appendix of the Research Training Programme handbook.)	<input type="checkbox"/>
Provided the sources for all tables, figures, data etc. that are not my own work	<input type="checkbox"/>
Not made use of the work of any other student(s) past or present without acknowledgement. This includes any of my own work, that has been previously, or concurrently, submitted for assessment, either at this or any other educational institution, including school (see overleaf at 31.2)	<input type="checkbox"/>
Not sought or used the services of any professional agencies to produce this work	<input type="checkbox"/>
In addition, I understand that any false claim in respect of this work will result in disciplinary action in accordance with University regulations	<input type="checkbox"/>

DECLARATION: I am aware of and understand the University's policy on plagiarism and I certify that this assignment is my own work, except where indicated by referencing, and that I have followed the good academic practices noted above
Signed.....

The University of Glasgow Plagiarism Statement

The following is an extract from the University of Glasgow Plagiarism Statement. The full statement can be found in the University Calendar at http://www.gla.ac.uk/media/media_348687_en.pdf#page=52&view=fitH,305
This should be read in conjunction with the discipline specific guidance provided in the Research Training Programme handbook.

31.1 The University's degrees and other academic awards are given in recognition of a student's **personal achievement**. All work submitted by students for assessment is accepted on the understanding that it is the student's own effort.

31.2 Plagiarism is defined as the submission or presentation of work, in any form, which is not one's own, without **acknowledgement of the sources**. Plagiarism includes inappropriate collaboration with others. Special cases of plagiarism can arise from a student using his or her own previous work (termed auto-plagiarism or self-plagiarism). Auto-plagiarism includes using work that has already been submitted for assessment at this University or for any other academic award.

31.3 The incorporation of material without formal and proper acknowledgement (even with no deliberate intent to cheat) can constitute plagiarism.

Work may be considered to be plagiarised if it consists of:

- a direct quotation;
- a close paraphrase;
- an unacknowledged summary of a source;
- direct copying or transcription.
-

With regard to essays, reports and dissertations, the rule is: if information **or ideas** are obtained from any source, that source must be acknowledged according to the appropriate convention in that discipline; and **any direct quotation must be placed in quotation marks** and the source cited immediately. Any failure to acknowledge adequately or to cite properly other sources in submitted work is plagiarism. Under examination conditions, material learnt by rote or close paraphrase will be expected to follow the usual rules of reference citation otherwise it will be considered as plagiarism. Schools should provide guidance on other appropriate use of references in examination conditions.

31.4 Plagiarism is considered to be an act of fraudulence and an offence against University discipline. Alleged plagiarism, at whatever stage of a student's studies, whether before or after graduation, will be investigated and dealt with appropriately by the University.

31.5 The University reserves the right to use plagiarism detection systems, which may be externally based, in the interests of improving academic standards when assessing student work.

If you are still unsure or unclear about what plagiarism is or need advice on how to avoid it,

SEEK HELP NOW!

You can contact any one of the following for assistance:

Lecturer

Course Co-ordinator

Dissertation Supervisor

Postgraduate Adviser of Studies

Student Learning Service