Trinity College Dublin
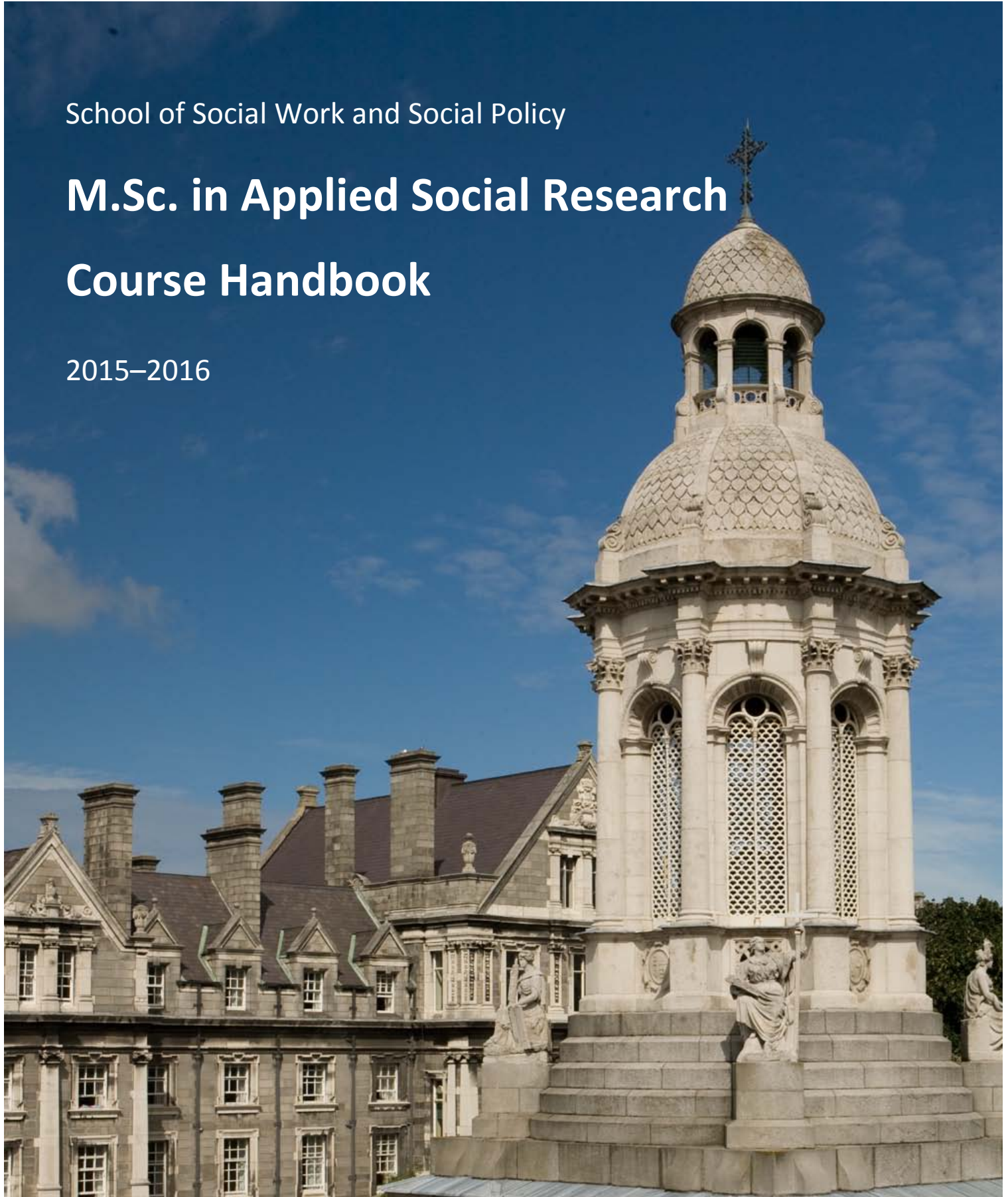Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Social Work and Social Policy

M.Sc. in Applied Social Research

Course Handbook

2015–2016

TABLE OF CONTENTS

CONTACT DETAILS

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GENERAL INFORMATION

Background

The M.Sc. in Applied Social Research is a taught Masters course which can be completed on a one-year, full-time or two-year, part-time basis. The course is designed for graduates of social sciences who wish to develop their research skills and gain employment in the rapidly expanding area of research. It is equally suited to those who want to build a suite of research skills for application in their current work environments. The course provides a solid foundation for further postgraduate study, particularly for those interested in pursuing a PhD.

Using a combination of lectures, workshops and practical assignments, this M.Sc. course trains graduates to do the following:

* Design and conduct primary research using both quantitative and qualitative research methods;
* Analyse research data using a variety of computer packages;
* Write and present research findings to a range of audiences.

Graduates of the M.Sc. in Applied Social Research typically gain employment in a variety of organisations including public or private research institutes or consultancies, government departments, the NGO sector, and in a range of policy environments.

Assessment

The pass mark for all written assignments and the dissertation is 50%. Students must pass the course work on *all three modules* (qualitative research methods and research ethics, quantitative research methods, and research design, evaluation research, and accessing resources) in order to proceed to the dissertation. There is no compensation between these modules. Students who do not pass will be permitted one opportunity to re-submit written work and such re-submitted work will be marked out of a range of 0-50%.

Students with a mark of 40-49% in all course work who accordingly are not eligible to proceed to the dissertation are eligible for a Postgraduate Diploma in Applied Social Research. Students who fail the dissertation will not be awarded the M.Sc. but will be eligible for the award of Postgraduate Diploma in Applied Social Research.

The **M.Sc.** is worth 90 ECTS and the associated credits are as follows:

Qualitative Research Methods and Research Ethics	20 ECTS
Quantitative Research Methods	20 ECTS
Research Design, Evaluation Research and Accessing Resources	10 ECTS
Work Placement	10 ECTS
Research Dissertation	30 ECTS

The **Postgraduate Diploma** is worth 60 ECTS and the associated credits are as follows:

Qualitative Research Methods and Research Ethics	20 ECTS
Quantitative Research Methods	20 ECTS
Research Design, Evaluation Research and Accessing Resources	10 ECTS
Work Placement	10 ECTS

COURSE LEARNING OUTCOMES

Upon successful completion of this M.Sc. programme, students should be able to:

1. Understand the significance of quantitative and qualitative epistemological positions and how they relate to quantitative, qualitative and mixed methods research design;

2. Conceptualise a research problem and develop a number of appropriate and/or complementary research designs to bring evidence to bear on the problem;

3. Identify the scope and limitations of both quantitative and qualitative research;

4. Apply the requisite knowledge and skills involved in the collection, management, statistical analysis (using SPSS), interpretation and presentation of results of quantitative research that is appropriate to both data and research questions;

5. Apply the principles of qualitative research to the process of generating data, the selection of data collection methods appropriate to the achievement of specific research aims, and the management and analysis of qualitative data;

6. Identify and respond appropriately to the ethical issues that require consideration in the conduct of research involving human subjects;

7. Apply their knowledge and comprehension, their critical awareness and problem solving abilities, within the context of research or in the development of professional skills, in broader or multidisciplinary areas related to their fields of study;

8. Complete a thesis of 20,000 words that critically applies research methods and theoretical perspectives on a substantive topic related to the course.

COURSE CALENDARS

FULL-TIME AND YEAR 2 PART-TIME STUDENTS

Dates 2014/15	Outline Structure of Academic Year	Notes
31-Aug-15		
7-Sep-15		
14-Sep-15	**PG Registration**	
21-Sep-15		
28-Sep-15	Week 1 – Orientation Week	Michaelmas Term begins
5-Oct-15	Week 2	
12-Oct-15	Week 3	
19-Oct-15	Week 4	
26-Oct-15	Week 5 – Bank Holiday	No classes, Monday 26th October
2-Nov-15	Week 6	
9-Nov-15	**Week 7 - Reading Week**	
16-Nov-15	Week 8	
23-Nov-15	Week 9	
30-Nov-15	Week 10	
7-Dec-15	Week 11	
14-Dec-15	Week 12	
21-Dec-15	Christmas Period (College closed 24 December 2015 to 1 January 2016, inclusive)	
28-Dec-15		
4-Jan-16		
11-Jan-16		
18-Jan-16	Week 1	Hilary Term begins
25-Jan-16	Week 2	
1-Feb-16	Week 3	
8-Feb-16	Week 4	
15-Feb-16	Week 5	
22-Feb-16	Week 6	
29-Feb-16	**Week 7 - Reading Week**	
7-Mar-16	Week 8	
14-Mar-16	Week 9	No classes St Patrick's Day, Thursday 17th March
21-Mar-16	Week 10	No classes Good Friday, 25th March
28-Mar-16	Week 11 - Bank Holiday	No classes Easter Monday, 28th March
4-Apr-16	Week 12	
11-Apr-16		Trinity Term begins
18-Apr-16		
25-Apr-16		
2-May-16	**Work Placement – 8 Weeks**	
9-May-16		
16-May-16		
23-May-16		
30-May-16		
6-Jun-16 to 22-Aug-16	**Dissertation Time – 12 Weeks**	Dissertation Submission: Friday 26th August

YEAR 1 PART-TIME STUDENTS

Dates 2014/15	Outline Structure of Academic Year	Notes
31-Aug-15		
7-Sep-15	**PG Registration**	
14-Sep-15		
21-Sep-15		
28-Sep-15	Week 1 – Orientation Week	Michaelmas Term begins
5-Oct-15	Week 2	
12-Oct-15	Week 3	
19-Oct-15	Week 4	
26-Oct-15	Week 5 – Bank Holiday	No classes, Monday 26th October
2-Nov-15	Week 6	
9-Nov-15	**Week 7 - Reading Week**	
16-Nov-15	Week 8	
23-Nov-15	Week 9	
30-Nov-15	Week 10	
7-Dec-15	Week 11	
14-Dec-15	Week 12	
21-Dec-15	Christmas Period (College closed 24 December 2015 to 1 January 2016, inclusive)	
28-Dec-15		
4-Jan-16		
11-Jan-16		
18-Jan-16	Week 1	Hilary Term begins
25-Jan-16	Week 2	
1-Feb-16	Week 3	
8-Feb-16	Week 4	
15-Feb-16	Week 5	
22-Feb-16	Week 6	
29-Feb-16	**Week 7 - Reading Week**	
7-Mar-16	Week 8	
14-Mar-16	Week 9	No classes St Patrick's Day, Thursday 17th March
21-Mar-16	Week 10	No classes Good Friday, 25th March
28-Mar-16	Week 11 - Bank Holiday	No classes Easter Monday, 28th March
4-Apr-16	Week 12	

ASSIGNMENT SUBMISSION

Submission Details

All assignments must be submitted in the School's submission drop box facility which is located between Arts Room 3077 and Arts 3080. Your box is labelled ASR and will be emptied at 4.30pm on the day of the deadline. There is no requirement to sign in your coursework. Students are responsible for ensuring their coursework is submitted on time and in the correct submission box otherwise your work may be recorded as late or as a non-submission.

Please include a cover sheet on each assignment with your name, student number and assignment details (you may choose your own format). You must also include the **coursework declaration document (see appendix)** when submitting coursework, thesis, placement reports and/or group work projects. Assignments will not be accepted without a copy of the signed declaration.

Please ensure you have appropriate stationary for submission (assignment stapled etc), as there will be no pens or staplers provided at the submission drop box facility.

You will need to submit the following:
- ❖ 1 hard copy to the submission box
- ❖ 1 electronic copy emailed to Laura at **lcusack@tcd.ie**
- ❖ 1 copy submitted to turnitin

Students are expected to complete and submit all course work assignments on time. Work submitted late will be penalised (see Course Regulations).

Turnitin

All written assignments must be submitted through Turnitin (plagiarism detecting software).
Please go to www.turnitin.com to learn more about what constitutes plagiarism in an academic context.

Students must create a user profile by following these steps:
1. Go to www.turnitin.com and click on the "Create account" link next to the "Sign In" button
2. Click on the "student" link
3. The "Create a New Turnitin Student Account" form must be completed to create a new student user account
4. Enter the class ID number and the case sensitive Turnitin class enrollment password
   (Class ID: 10521501. Password: asr1516)
5. Enter the user first name, last name, and a valid e-mail address to use as the login for Turnitin
6. Create a user password. The user password must be between six and twelve characters long and contain at least one letter and one number. Re-enter the password to confirm it
7. Select a secret question from the drop-down menu. Enter the answer for the question. Remember and keep this information. The answer is case and space sensitive
8. Review the user agreement. To continue using Turnitin, click on "I agree -- create profile"
9. From the completed user profile creation page, click on "Log in to Turnitin"

Note: If step 6 indicates that the e-mail provided is already in Turnitin, there is an existing profile under the e-mail you entered. Please use the Resetting Your Password instructions, if the password

has been forgotten, to gain access to the user profile if you had a previously existing Turnitin user profile, or use an alternate e-mail address for your Turnitin access.

There is a series of tutorials feature videos and/or written instructions on how to use various features of Turnitin available at http://www.turnitin.com/en_us/training/student-training

FULL-TIME STUDENTS

Dates 2014/15	Outline Structure of Academic Year	Due date
28-Sep-15	Week 1 – Orientation Week	
5-Oct-15	Week 2	
12-Oct-15	Week 3	
19-Oct-15	Week 4	
26-Oct-15	Week 5 – Bank Holiday	
2-Nov-15	Week 6	
9-Nov-15	**Week 7 - Reading Week**	
16-Nov-15	Week 8	
23-Nov-15	Week 9	
30-Nov-15	Week 10	Friday, 4th December: Transcript of Interview 1
7-Dec-15	Week 11	
14-Dec-15	Week 12	Friday, 18th December: Survey Design
21-Dec-15	Christmas Period (College closed 24 December 2015 to 1 January 2016, inclusive)	
28-Dec-15		
4-Jan-16		
11-Jan-16		
18-Jan-16	Week 1	
25-Jan-16	Week 2	
1-Feb-16	Week 3	Friday, 5th February: 3 Qualitative Interviews
8-Feb-16	Week 4	
15-Feb-16	Week 5	Friday, 19th February: SPSS Assignment 1
22-Feb-16	Week 6	
29-Feb-16	**Week 7 - Reading Week**	
7-Mar-16	Week 8	
14-Mar-16	Week 9	
21-Mar-16	Week 10	Thursday, 24th March: Qualitative Group Project
28-Mar-16	Week 11 - Bank Holiday	Friday, 1st April: Research Design
4-Apr-16	Week 12	
11-Apr-16 to 30-May-16	**Work Placement – 8 Weeks**	Friday, 15th April: SPSS Assignment 2 Friday, 22nd April: Evaluation Research
6-Jun-16 to 22-Aug-16	**Dissertation Time – 12 Weeks**	Friday, 24th June: Placement Report Dissertation Submission: Friday, 26th August

YEAR 1 PART-TIME STUDENTS

Dates 2014/15	Outline Structure of Academic Year	Due date
28-Sep-15	Week 1 – Orientation Week	
5-Oct-15	Week 2	
12-Oct-15	Week 3	
19-Oct-15	Week 4	
26-Oct-15	Week 5 – Bank Holiday	
2-Nov-15	Week 6	
9-Nov-15	**Week 7 - Reading Week**	
16-Nov-15	Week 8	
23-Nov-15	Week 9	
30-Nov-15	Week 10	Friday, 4th December: Transcript of Interview 1
7-Dec-15	Week 11	
14-Dec-15	Week 12	
21-Dec-15	Christmas Period (College closed 24 December 2015 to 1 January 2016, inclusive)	
28-Dec-15		
4-Jan-16		
11-Jan-16		
18-Jan-16	Week 1	Monday, 18th January: Survey Design
25-Jan-16	Week 2	
1-Feb-16	Week 3	Friday, 5th February: 3 Qualitative Interviews
8-Feb-16	Week 4	
15-Feb-16	Week 5	
22-Feb-16	Week 6	
29-Feb-16	**Week 7 - Reading Week**	
7-Mar-16	Week 8	
14-Mar-16	Week 9	
21-Mar-16	Week 10	Thursday, 24th March: Qualitative Group Project
28-Mar-16	Week 11 - Bank Holiday	Friday, 1st April: Research Design
4-Apr-16	Week 12	
11-Apr-16		
18-Apr-16		Friday, 22nd April: Evaluation Research

YEAR 2 PART-TIME STUDENTS

Dates 2014/15	Outline Structure of Academic Year	Due date
28-Sep-15	Week 1	
5-Oct-15	Week 2	
12-Oct-15	Week 3	
19-Oct-15	Week 4	
26-Oct-15	Week 5 – Bank Holiday	
2-Nov-15	Week 6	
9-Nov-15	**Week 7 - Reading Week**	
16-Nov-15	Week 8	
23-Nov-15	Week 9	
30-Nov-15	Week 10	
7-Dec-15	Week 11	
14-Dec-15	Week 12	
21-Dec-15	Christmas Period (College closed 24 December 2015 to 1 January 2016, inclusive)	
28-Dec-15		
4-Jan-16		
11-Jan-16		
18-Jan-16	Week 1	
25-Jan-16	Week 2	
1-Feb-16	Week 3	
8-Feb-16	Week 4	
15-Feb-16	Week 5	Friday, 19th February: SPSS Assignment 1
22-Feb-16	Week 6	
29-Feb-16	**Week 7 - Reading Week**	
7-Mar-16	Week 8	
14-Mar-16	Week 9	
21-Mar-16	Week 10	
28-Mar-16	Week 11 - Bank Holiday	
4-Apr-16	Week 12	
11-Apr-16 to 30-May-16	**Work Placement – 8 Weeks**	Friday, 15th April: SPSS Assignment 2
6-Jun-16 to 22-Aug-16	**Dissertation Time – 12 Weeks**	Friday, 24th June: Placement Report Dissertation Submission: Friday, 26th August

TIMETABLES

FULL-TIME STUDENTS: SEMESTER 1, 2015/2016

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-10:00	*Wks 8-12*: SS8002 Accessing Resources (BMG) AP 0.12				
10.00 – 11.00	*Wk 1*: Orientation Arts 4050A *Wks 8-12*: SS8002 Accessing Resources (BMG) AP 0.12	*Wks 2-12:* SS8000 Samples & Populations (PC) Arts 3081			*Wks 2-12:* SS8000 SPSS (DR) 1013 Arts
11.00 – 12.00	*Wks 2-12*: SS8000 Survey Design (PC) 4.02/4.03, 3 College Green				
12.00 – 13.00		Guest Lecture Arts 5033			
13.00 – 14.00					*Wks 2-12:* SS8000 SPSS (DR) AP 0.12
14.00 – 15.00	*Wks 2-12:* SS8001 Qualitative Research (PM) 4.02/4.03, 3 College Green				
15.00 – 16.00					
16.00 – 17.00					

Module
SS8000: Quantitative Research Methods: Dr P Curry (PC), Ms Siobhan Scarlett (SS),
Ms Daniela Rohde (DR) & Ms Keishia Taylor (KT)

SS8001: Qualitative Research Methods and Research Ethics: Dr P Mayock (PM)

SS8002: Research Design, Evaluation Research and Accessing Resources:
Dr Michelle Share (MS), Dr B McGrath (BMcG)

Term Dates
Michaelmas Term: 28th September – 18th December 2015
Reading Week: 9th – 13th November 2015

Venues
Arts – Arts Building
AP – Aras an Phiarsaigh
Room 4.02/4.03, 4th Floor, 3 College Green

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10.00 – 11.00	*Wks 1-12*: SS8002 Research Design 5052 Arts (PC)	*Wks 1-12*: SS8000 General Linear Models (PC) 2.16 FP			*Wks 1-12*: SS8000 SPSS (KT) 1013 Arts
11.00 – 12.00	*Wks 1-12*: SS8002 Evaluation Research (MS) 3.04, 3 College Green				
12.00 – 13.00		Guest Lecture Arts 2041B			
13.00 – 14.00					*Wks 1-12*: SS8000 SPSS (KT) AP 0.12
14.00 – 15.00	*Wks 1-12*: SS8001 Qualitative Research (PM) 4.02/4.03, 3 College Green				
15.00 – 16.00					
16.00 – 17.00					

Module

SS8000: Quantitative Research Methods: Dr P Curry (PC), Ms G Kingston (GK)

SS8001: Qualitative Research Methods & Research Ethics: Dr P Mayock (PM)

SS8002: Research Design, Evaluation Research & Accessing Resources: Dr M Share (MS) & Dr B McGrath (BMG)

Term Dates

Hilary Term: 18th January – 8th April 2016
Reading Week: 29th February – 4th March 2016

Venues

Arts – Arts Building
AP – Aras an Phiarsaigh
Room 4.02/4.03, 4th Floor, 3 College Green
FP – 3/4 Foster Place

YEAR 1 PART-TIME STUDENTS: SEMESTER 1

Time	Monday
09:00-10:00	*Wks 8-12*: SS7502 Accessing Resources (BMG) AP0.12
10.00 – 11.00	*Wk 1*: Orientation Arts 4050A *Wks 8-12*: SS7502 Accessing Resources (BMG) AP0.12
11.00 – 12.00	*Wks 2-12:* SS7500 Survey Design (PC) 4.02/4.03, 3 College Green
12.00 – 13.00	
13.00 – 14.00	
14.00 – 15.00	*Wks 2-12:* SS7501 Qualitative Research (PM) 4.02/4.03, 3 College Green
15.00 – 16.00	
16.00 – 17.00	

Module
SS7500: Quantitative Research Methods, Dr P Curry (PC)
SS7501: Qualitative Research Methods & Research Ethics, Dr P Mayock (PM)
SS7502: Research Design, Evaluation Research & Accessing Resources, Dr Michelle Share (MS) & Dr B McGrath (BMG)

Module
SS7500: Quantitative Research Methods: 10 ECTS: Dr P Curry (PC) & Ms Siobhan Scarlett (SS)

SS7501: Qualitative Research Methods and Research Ethics: 20 ECTS: Dr P Mayock (PM)

SS7502: Research Design, Evaluation Research and Accessing Resources: 10 ECTS:
Dr M Share (MS), Dr B McGrath (BMcG)

YEAR 1 PART-TIME STUDENTS: SEMESTER 2

Time	Monday
10.00 – 11.00	*Wks 1-12*: SS7502 Research Design 5052 Arts (PC)
11.00 – 12.00	*Wks 1-12*: SS7502 Evaluation Research (MS) 3.04, 3 College Green
12.00 – 13.00	
13.00 – 14.00	
14.00 – 15.00	*Wks 1-12:* SS7501 Qualitative Research (PM) 4.02/4.03, 3 College Green
15.00 – 16.00	
16.00 – 17.00	

Term Dates
Michaelmas Term: 22rd September – 12th December 2014
Reading Week: 3rd – 7th November 2014

Hilary Term: 12th January – 3rd April 2015

Term Dates
Michaelmas Term: 28th September – 18th December 2015
Reading Week: 9th – 13th November 2015

Hilary Term: 18th January – 8th April 2016
Reading Week: 29th February – 4th March 2016

Venues
Arts – Arts Building
AP – Aras an Phiarsaigh
Room 4.02/4.03, 4th Floor, 3 College Green
FP – 3/4 Foster Place

YEAR 2 PART-TIME STUDENTS: SEMESTER 1

TIME	Tuesday
10.00 – 11.00	*Wks 2-12:* SS8500 Samples & Populations (PC) Arts 3081
11.00 – 12.00	
12.00 – 13.00	*Wks 1-12:* Guest Lecture Arts 5033
13.00 – 14.00	
14.00 – 15.00	*Wks 2-12:* SS8500 SPSS (SS) AP 0.12
15.00 – 16.00	
16.00 – 17.00	

Module

SS8500: Quantitative Research Methods, Dr P Curry (PC), Dr M Ward (MW)

YEAR 2 PART-TIME STUDENTS: SEMESTER 2

TIME	Tuesday
10.00 – 11.00	*Wks 1-12*: SS8500 General Linear Models (PC) 2.16 FP
11.00 – 12.00	
12.00 – 13.00	Guest Lecture Arts 2041B
13.00 – 14.00	
14.00 – 15.00	*Wks 1-12*: SS8500 SPSS (SS) AP 0.12
15.00 – 16.00	
16.00 – 17.00	

Term Dates

Michaelmas Term: 28th September – 18th December 2015
Reading Week: 9th – 13th November 2015

Hilary Term: 18th January – 8th April 2016
Reading Week: 29th February – 4th March 2016

Venues

Arts – Arts Building
AP – Aras an Phiarsaigh
Room 4.02/4.03, 4th Floor, 3 College Green
FP – 3/4 Foster Place

QUANTITATIVE RESEARCH METHODS

Learning Outcomes: On successful completion of this module, students will be able to:

1. Comprehend, appraise and evaluate reports of survey research;
2. Design a cross-sectional survey project of moderate complexity;
3. Select appropriate statistics to analyse cross-sectional survey data;
4. Comprehend the use of weights with cross-sectional survey data;
5. Apply appropriate statistics to describe sample characteristics and relationships between variables in a survey dataset;
6. Calculate estimates of population parameters on the basis of cross-sectional survey sample data;
7. Develop statistical models of social phenomenon using simple applications of the General Linear Model.

Module Code	SS8000 (Full-time)/SS7500 (Part-time)
Module Title	Quantitative Research Methods
Lecturers	Dr. Philip Curry
Module Overview	This module incorporates lecture courses in Quantitative Data Analysis with a corresponding practical course in SPSS and Survey Design.
ECTS	20
Syllabus	**Quantitative Data Analysis** This consists of two lectures courses: ❖ *Samples and Populations* covers a range of statistical procedures for describing samples and making inferences to larger populations. ❖ The *General Linear Model* introduces the most widely used family of statistical techniques for modelling complex social phenomenon. Qualitative Data Analysis also includes a practical course which demonstrates all of the statistical procedures covered through the use of the statistical package SPSS (Statistical Package for the Social Sciences). **Survey Design** This section focuses on the use of surveys for the collection of quantitative data and includes an introduction to such issues as the formulation of testable hypotheses, questionnaire design, sampling, administrative procedures and the reporting of results.
Assessment	**Quantitative Data Analysis** Direct assessment for this course is based on two individual secondary analysis assignments and three multiple choice exams. These assignments and exams contribute 15% of the overall grade awarded for the M.Sc. **Survey Design** Each student will be required to complete a survey design project, which involves developing a proposal for a survey and then designing a suitable self-completion survey instrument, administration procedure and sampling strategy to complete it.

	This project will contribute 10% of the overall grade awarded for the M.Sc.
Bibliography	Lecture notes and other materials for this course are provided but further reading is essential. Core text books that you should consider purchasing are indicated with a double asterisk (**). ** Field, A. (2013). Discovering Statistics using SPSS (4th Ed.). Sage: London Norusis, M. J. (2011) SPSS 19.0 Statistical Procedures Companion. New Jersey: Prentice Hall. Tabachnick, B.G. & Fidell, L.S. (2007 or 2012) Using Multivariate Statistics (5th or 6th edition). Boston: Allyn & Bacon. **DeVaus, D. (2013) Surveys in Social Research (6th). Routledge. Czaja, R.F. and Blair, J.E. (2005) Designing Surveys: A Guide to Decisions and Procedures (2nd). Pine Forge Press. Fowler, F. J. (2008) Survey Research Methods. Sage.

QUALITATIVE RESEARCH METHODS AND RESEARCH ETHICS

Learning Outcomes: On successful completion of this course, students will be able to:

1. Explain the epistemological foundations of qualitative research;
2. Identify principal differences between traditional scientific (quantitative) approaches and qualitative approaches (e.g. assumptions of the world, how the process is conducted, what can be studied);
3. Recognise and identify the types of information or data accessible through different qualitative methods of data collection (e.g. individual interviews, focus groups, participant observation etc.);
4. Select appropriate qualitative techniques for particular research questions.
5. Identify and deploy the sampling techniques appropriate to qualitative research (e.g., purposive sampling, snowball sampling);
6. Design and conduct a small-scale qualitative (interview-based) research project;
7. Analyse qualitative data and present qualitative research findings in a research report;
8. Identify ethical research issues that arise in the conduct of research generally and when researching specific groups and topics;
9. Complete a research ethics application form, including a research proposal, for submission to the School's Research Ethics Committee.

Module Code	SS8001 (Full-time)/SS7501 (Part-time)
Module Title	Qualitative Research Methods and Research Ethics
Lecturer	Dr. Paula Mayock
Module Overview	This module will introduce students to the epistemological underpinnings of qualitative research, develop their knowledge of a variety of methods of qualitative data collection and analysis, give practical experience of research, and enable students to design and undertake your own independent projects in future. This module will also examine contemporary ethical issues in research and develop students' skills in applying ethical theories and principles to practical settings. This component of the module is designed to support students to understand research activity as more than the generation of research questions, collection and analysis of data, and dissemination of results. It also involves researchers in a complex set of relationships that require decisions that involve ethical questions and considerations of values. The module is delivered through a combination of lectures and workshops. Students will sometimes be asked to read one or more articles/chapters in advance of a lecture or workshop and will be strongly encouraged to contribute to class discussions on various methodological issues, procedures and challenges. While the lectures aim to cover a wide range of theoretical and methodological issues, the course is designed to equip students with the skills to carry out a qualitative research project and will cover the planning, data collection, and analysis phases of the research process. Students will receive practical guidance on how to set up and manage a qualitative research project, collect data via individual in-depth interviews and other

	qualitative data collection methods, turn their data into meaningful findings, and write them up in a research report. Issues such as project planning and administration, sampling, access negotiation, analysis of interview data, and the writing up and presentation of qualitative data will be covered.
ECTS	20
Module Content	**Qualitative Research Methods** Early lectures introduce the key concepts of qualitative research, beginning with the theoretical underpinnings of qualitative research, i.e. its roots in the interactionist and phenomenological paradigms of social sciences. A central aim is to introduce the major research paradigms and techniques that are at the core of contemporary approaches used to study social phenomena. Philosophical assumptions about the nature of reality (ontology) and about knowledge and how it can be attained (epistemology) will be explored. At the practical level of planning a research project, lectures will cover: access to research settings, sampling techniques, researcher roles, researching sensitive topics, and dealing with unanticipated challenges. A series of lectures throughout the first and second semesters will critically examine several data collection methods including the qualitative interview, focus groups, fieldwork and observation, ethnography, and mixed methods research techniques. These lectures will also cover the design of qualitative research instruments (i.e. interview schedules, focus group discussion guides). The course places a strong emphasis on the individual interview, which is the most commonly used data collection method within qualitative research. A number of workshop sessions will be dedicated to the planning and design of the interview-based qualitative group project which comprises 15% of the overall grade awarded for the M.Sc. (see below). During these workshops students will also have opportunities to practice their interviewing skills. During the second semester considerable time is devoted to the analysis of qualitative data, with a major focus on the Grounded Theory approach. Alternative approaches to qualitative data analysis are discussed, as are techniques and procedures for data entry, storage and management, coding and the development of category systems, analytic memo writing, and the identification of relationships between categories. Lectures during this semester also examine the criteria used in establishing and assessing the quality of research for the qualitative researcher, with specific attention to the issues of validity, reliability and reflexivity. **Research Ethics** Ethical considerations are an integral part of all research projects. In recent years there has been increasing awareness of the need for ethical protocols and procedures which not only protect the interests and well-being of research participants, but also of the researcher, their host institution and funding body. In this module we explore the need for rigorous ethical protocols throughout all stages of the research process. This includes the research design phase, the recruitment of participants, the implementation of the research instrument, and the research interactions, the analysis of

	data, reporting and dissemination. This module is both analytical and applied, and culminates with a mock ethical review workshop where students have the opportunity to test-drive their ethical protocols in preparation for the submission of their thesis proposal to the School of Social Work and Social Policy Ethics Committee.
Assessment	**Qualitative Research Methods** Assessment is in two parts which, together, comprise 25% of the overall grade awarded for the degree: ***Qualitative Group Project*** Students form groups (usually three or four per group) and work together to produce an interview-based qualitative group project. Each group identifies a topic that they wish to research, devises research questions, and designs an interview schedule. All group participants then conduct three individual interviews and these (a total of 9-12 interviews per project) form the basis of the qualitative group project, which will be submitted as a qualitative research report. All students are required to submit the transcript of their <u>first</u> interview to the course lecturer for comment. At this stage, advice is provided by the course lecturer on how to improve their interviewing skills etc. The group project is submitted in late March and constitutes 20% of the overall grade awarded for the degree. It is the completed group research project rather than each individual's contribution that is assessed. The maximum word count for this assignment is 10,000 words. ***Submission of Individual Interview*** Each student selects and submits the transcript of what they judge to be their best individual interview for assessment. The individual interview carries 5% of the overall grade awarded for the degree. **Research Ethics** Students are required to make a formal application to the School's Research Ethics Committee (REC) prior to undertaking data collection related to their dissertation work.
Recommended Reading	**Qualitative Research Methods** Charmaz, K. (2006) *Constructing Grounded Theory*. Thousand Oaks, CA: Sage. Creswell, J.W. (2007) *Qualitative Inquiry & Research Design: Choosing among Five Approaches* 2nd Ed. London: Sage. ** Denscombe, M. (2007) *The Good Research Guide: For Small-scale Social Research Projects.* Maidenhead: Open University Press. Denzin, N.K. and Lincoln, Y.S. (eds.). (2000) *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage. Kvale, S. (1996) *Interviews: An Introduction to Qualitative Research Interviewing.* London: Sage. Mason, J. (2002). *Qualitative Researching*. London: Sage. Miles, M.B. and Huberman, A.M. (1994) *Qualitative Data Analysis: An Expanded Sourcebook*. London: Sage. ** Ritchie, J. and Lewis J. (2003) *Qualitative Research Practice*. London: Sage.

Robson, C. (2002) *Real World Research: A Resource for Social Scientists and Practitioner-Researchers.* Oxford: Blackwell.

Rubin, H. and Rubin, I.S. (2005) *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, CA: Sage.

Taylor, S. and Bogdan, R. (1998) *Introduction to Qualitative Research Methods*. New York, Chichester: Wiley.

Research Ethics
**Oliver, P. (2003) *The Student's Guide to Research Ethics.* Maidenhead: Open University Press.

Renzetti, C.M. and Raymond, L.M. (1993) *Researching Sensitive Topics.* London: Sage.

Israel, M. and Hay, I. (2006) *Research Ethics for Social Scientists*, London: Sage.

RESEARCH DESIGN, EVALUATION RESEARCH AND ACCESSING RESOURCES

Learning Outcomes: On successful completion of this course students will be able to:

1. Conduct a computerised search for relevant research and literature on a topic under investigation;
2. Write a review of that literature/research that is focused on the research question posed;
3. Devise a research design to investigate the research problem or research questions posed;
4. Assess the feasibility of the project in terms of access negotiation to research participants required for the specified research design;
5. Demonstrate knowledge and critical understanding of evaluation theory and practice;
6. Demonstrate skills to undertake an evaluation;
7. Understand the political, ethical and power dimensions in evaluation research.

Module Code	SS8002 (Full-time)/SS7502 (Part-time)
Module Title	Research Design, Evaluation Research, and Accessing Resources
Lecturers	Dr. Michelle Share, Dr. Brid McGrath, Dr. Philip Curry
Module Overview	**Research Design** This component of the module, delivered in the second semester, focuses on the process of designing research at both a conceptual and practical level. It reviews a broad range of research strategies and encourages students to: a) critically evaluate the implications of selecting different methods and; b) reflect upon the merits of alternative approaches. The course uses real world applied research examples and encourages students to apply their learning to the development of their own research dissertation proposals. Students are expected to begin to think about and develop ideas for their dissertation research from the early weeks of the second semester. **Evaluation Research** The evaluation component provides an introduction to the theory and practice of evaluation. It equips students with the skills to analyse critically important issues in the design, conduct and use of evaluation in a social context. Students will be able to understand the purposes, contexts, competing theories and models of monitoring and evaluation including ethical, methodological and political issues in evaluation research. The module will impart practical skills to students so that they may develop the technical proficiency to undertake project/programme monitoring and evaluation. **Accessing Resources** The object of this course is to equip students with the skills to access relevant resources. Computerised resources, including bibliographical databases, citation indexes, electronic journals and the Internet (websites, search engines and portals) facilitate this task. Students will be trained in how to plan searches, including using Boolean operators and truncation / wildcard symbols, and adding limits to searches, and how and where to access appropriate material from Irish and international sources. They will also be taught advanced use of the Internet, including specialist search

	engines. Students' bibliographies in completed research projects should exhibit such skills. Students will also be introduced to a number of primary and secondary data sources and their uses in research, e.g. official statistics, survey and census data, EUROSTAT statistics and data sets which are available for secondary use.
ECTS	10
Assessment	This module will be assessed by means of two individual project assignments. Each of these assignments is worth 5% of the overall grade awarded for the degree, making the Research Design, Evaluation Research and Accessing Resources module worth 10% of the final grade. **Research Design** This course is assessed by means of one individual project assignment, a written dissertation proposal. This assignment is worth 5% of the overall grade awarded for the degree. **Evaluation Research** The evaluation component will be assessed from a choice of two written assessments: 1) develop a monitoring and evaluation plan for a community organization or 2) a critique of approaches to monitoring and evaluation in a community organisation, NGO or government agency. This will be done through a case-study of their own or a chosen organisation and a matched student's organisation. This assignment is worth 5% of the overall grade awarded for the degree.
Recommended Reading	**Research Design** Bryman, A. (2008) *Social research methods (3rd).* Oxford: Oxford University Press. ******de Vaus, D. (2001). *Research Design in Social Research*. London: Sage. Creswell, J. (2014) *Research design: Qualitative, Quantitative, and Mixed Methods Approaches.* London: Sage. Denscombe, M. (2002) *Ground Rules for Good Research*. Buckingham: Open University Press. Ritchie J and Lewis J.(2005) *Qualitative Research Practice* (chapter 3) London: Sage Robson, C. (2011) Real world research: a resource for users of social research methods in applied settings. Wiley-Blackwell. Tartling, R. (2006) *Managing Social Research : A Practical Guide*. London: Routledge. Yin R. (2014) *Case Study Research: Design and Methods*, London: Sage . Bell, J. (2005). Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science. Maidenhead: Open University. Blaxter, L. Hughes, C. and Tight, M. (1996) How to Research. Buckingham: Open University Press. Hart, C. (1998). Doing a Literature Review: Releasing the Social Science

Research Imagination. London: Sage Publications.
Thomas, Gary. (2013) How to do your research project: a guide for students in education and applied social sciences. Sage.
White, P. (2009). Developing research questions: a guide for social scientists. Palgrave Macmillan.

Evaluation Research
Fitzpatrick, J. Sanders, J. & Worthen, B. (Eds) (2012) *Program Evaluation: Alternative Approaches and Practical Guidelines (4th ed.).* Harlow: Pearson. [Usher Stacks PL 517-605]
Owen J. & Rogers. P (1999). *Program Evaluation: Forms and Approaches.* London: Sage. [658.4. N97, Lecky]
Pawson, R. & Tilley, N. (1997). Realistic Evaluation. London: Sage. [ARTS 301.072. N799, Lecky]
Wadsworth, Y. (1998). *Everyday Evaluation on the Run.* Sydney: Allen & Unwin. [PX 152-353, Santry Stacks]
Wadsworth, Y. (2010). *Building in research and evaluation: human inquiry for living systems.* Walnut Creek, CA. Left Coast Press. [LEN 301.072 R09999, Lecky]

Accessing Resources
Key internet resources for this module are available on
www.delicious.com/bridmcgrath.

Bradley P, (2013) Expert Internet Searching, 4th. ed, London: Facet.

Caroline De Brun, Nicola Pearce-Smith, (2014) Searching Skills Toolkit: Finding the Evidence, 2nd Edition, BMJ Books

Devine J and Egger-Sider F. (2009) Going beyond Google: the invisible web in learning and teaching. London: Facet.

Aveyard, H., (2014) Doing a Literature Review in Health and Social Care: A Practical Guide. 3rd. ed. Open University Press.

Institute of Public Administration. (annual) Institute of Public Administration Yearbook and Diary. Dublin: Institute of Public Administration

Stansfield, Claire, Ginny Brunton, and Rebecca Rees. 2014. "Search wide, dig deep: literature searching for qualitative research. An analysis of the publication formats and information sources used for four systematic reviews in public health". Research Synthesis Methods. 5 (2): 142-151.

WORK PLACEMENT

Learning Outcomes: On successful completion of the work placement, students will be able to:

1. Apply their knowledge of social research theory and practice to a 'real world' research environment;
2. Apply their research skills (e.g. qualitative, quantitative, mixed methods research skills) within a work environment where social research activity is a major focus of that employment setting;
3. Demonstrate that they have gained experience in one or a number of the following research tasks: reviewing literature, data collection, data analysis, writing research findings, assisting with the dissemination of research findings, project administration;
4. Demonstrate experience and learning that enhances their career opportunities.

The Work placement module carries 10 ECTS. Full-time students spend eight weeks on a work placement during the third semester (Trinity Term). Part-time students complete the work placement during the third semester of Year 2. Students already in relevant employment can complete their work placement in that setting. Exemptions from the work placement may be granted at the discretion of the Course Director in exceptional cases.

During the work placement students get the opportunity to work on research projects alongside experienced researchers/research teams within their host organisations. Each year students are offered placement opportunities with a range of the most reputable Irish research institutes and consultancies, Government Departments and semi-state agencies, as well as various professional organisations. Normally students are on work placement from mid-April to mid-June.

As far as possible, work placements for students are organised during Semester 2, using the following procedure:

❖ A list of available workplaces is distributed to students early in the second Semester.
❖ Students then submit, via email, a list of their three preferred placement choices to the Course Director, Dr. Paula Mayock (pmayock@tcd.ie) and Course Administrator, Laura Cusack (lcusack@tcd.ie) along with a copy of their Curriculum Vitae (CV).
❖ CVs are then circulated by the Course Administrator to each of the work placements selected by students.
❖ Following this, students are usually invited to attend for interview at all or a number of their selected work placements.

While the M.Sc. Course Director and teaching team make every effort to assist students in finding a work placement, it is ultimately each student's responsibility to secure a work placement. If a student is experiencing difficulty in this regard s/he is advised to contact the Course Director.

Please note, prior to taking up this work placement students must have satisfactorily completed and submitted all course assignments with the exception of the research proposal for their dissertation. During the work placement period, students are required to attend College on a designated number of afternoons to present their proposed dissertation topic and research design (part-time student make these presentations in Year 2). Please see section on Research Dissertation, for further detail.

The Work Placement & Attendance at College

During the work placement period, students will be required to attend College for a 2-hour period on 2-4 occasions, usually between 4 and 6pm, on designated dates. This will happen during the latter half of the work placement period (dates will be provided before students commence the work placement). During these 2-hour periods of attendance in College, students will present their proposed dissertation ideas (see page 28 for further detail).

It is the responsibility of all students to inform their employers of this requirement. Normally, students arrange with their employers to 'pay back' any work hours lost as a consequence of attending College on the designated days. Please note that attendance at these presentations is compulsory.

<u>**Assessment of Work Placement**</u>

Since the primary aim of the Work Placement module is to enable students to gain 'real world' research experience, this module's ECTS are accrued by students via **self-assessment.** On completion of the work placement, students are required to complete and submit a self-assessment form to the Course Administrator and Course Director. This form requires students to provide and account of the following: a) the kinds of research tasks (including administrative tasks) they undertook during the work placement and; b) the work placement experience in general and their learning. Students are also encouraged to provide other comments and reflections on the work placement experience.

The self-assessment form will be posted on Blackboard in due course.

RESEARCH DISSERTATION

Learning Outcomes: On successful completion of this course, students will be able to:

1. Identify and formulate a set of appropriate researchable questions and present them in a research proposal;
2. Construct a plan for the conduct of a research project;
3. Devise a methodological approach appropriate to the research design and the research questions;
4. Recognise the continuity between the research proposal, the research process and the research report;
5. Select and review literature relevant to the research problem;
6. Show evidence of using ethical principles in conducting research;
7. Apply the requisite knowledge and skills involved in analysis and interpretation that is appropriate to both the data and research questions;
8. Write a dissertation containing the following: a complete review of relevant literature; a description of the research design and research methods used; presentation of research findings; and a discussion of the research findings with conclusions drawn.

The research dissertation is a major component of the degree of M.Sc. in Applied Social Research, comprising 40% of the overall grade with 30 ECTS. The dissertation should demonstrate that students have the ability to complete an applied research assignment from the initial stages of collecting primary data/accessing secondary data to the presentation of a final report. It should include: a complete review of relevant research literature; a description of the research design and research methods used; presentation of research findings; and a discussion of the research findings with conclusions drawn. Quantitative data collected for the research should be analysed using appropriate statistical techniques. In the case of qualitative research, data should be analysed using the recommended coding and data management procedures.

The writing up stage of the dissertation is crucially important in the case of all research projects and is time consuming. The data analysis must be clearly written using appropriate heading, the findings clearly presented, and appropriate conclusions drawn. The report must be word processed and professionally presented. It will be a maximum length of 20,000 words and follow the academic citation conventions of the Harvard system. Further information on dissertation requirements is provided in the Dissertation Guidelines which will be made available to students during the second semester.

The 40% of marks awarded for the Research Dissertation are broken down into the following sub-sections:

	Out of 100
Title, abstract & references	10
Coverage of background to research	20
Research design	20
Evidence of applied research skills	20
Evaluation of findings	20
Structure and presentation	10

Please note that these headings represent dimensions for evaluation and need not correspond to actual section headings in your dissertation.

Suggested Readings

Bell, J. (2005). Doing Your Research Project: A Guide for First-time Researchers in Education, Health and Social Science. Maidenhead: Open University.

Blaxter, L. Hughes, C. and Tight, M. (1996) How to Research. Buckingham: Open University Press.

Hart, C. (1998). Doing a Literature Review: Releasing the Social Science Research Imagination. London: Sage Publications.

Taylor, G. (1989) The Student's Writing Guide for the Arts and Social Sciences. Cambridge: Cambridge University Press.

Research Proposal

Students themselves select the topic for the dissertation, usually during their work placement. All students must prepare a written research proposal which outlines the aims of their research, the proposed research methods, approach to sampling and recruitment, ethical considerations, and the timeline for the conduct of the study. This proposal must be submitted (in accordance with the template provided) along with a completed application form, to the Research Ethics Committee (REC), School of Social Work and Social Policy (see below). Students must adhere to the template (and word count limit) provided by REC.

Dissertation Presentations

All students must present their research proposals to the class and course lecturers in a series of dissertation presentations convened during the period of work placements (dates are provided before the commencement of the work placement). This provides opportunities for students to get feedback from both their course lecturers and peers. Issues including access negotiation, sampling, and ethical issues arising from the proposed research must be considered at this stage and resolved satisfactorily before the research proposal is finalised. Each student's dissertation proposal must be approved by their dissertation supervisor (see below for information on the allocation of supervisors) before the research can proceed.

Attendance at Dissertation Presentations is compulsory and, as with other classes and guest lectures, attendance is taken.

Dissertation Library

Students may view past dissertations online via the Local Access tab on the School of Social Work and Social Policy webpage: http://socialwork-socialpolicy.tcd.ie/. You will be prompted to enter your college user ID and password.

ETHICAL APPROVAL

Ethical approval must be sought and attained by students from the Research Ethics Committee (REC), School of Social Work and Social Policy, for their proposed dissertation research projects. Students are not permitted to commence data collection until ethical approval has been granted.

Ethical Approval Process (PLEASE READ THIS CAREFULLY)

The dates for submission to REC are noted below. The application form can be downloaded at **http://socialwork-socialpolicy.tcd.ie/research/ethics.php.** Please read all information provided via this link carefully.

Hard copy applications to REC **must be reviewed and signed by an academic supervisor in advance of submission** for ethical approval. Supervisors must therefore receive the application and research proposal a number of days prior to the submission deadline (see dates below).

To apply for ethical approval from the REC, completed application forms, together with supporting documentation, should be submitted by 4pm in **hardcopy** for the attention of Noreen O'Sullivan, to the School's submission drop box facility which is located between Arts Room 3077 and Arts 3080. The box is labelled Ethics and will be emptied at 4.30pm on the day of the deadline. An **electronic copy** must also be e-mailed to Noreen at **swsprec@tcd.ie**

Provisional deadlines for submitting completed applications to REC are:

Date	Submission Deadline
Thursday 01st Oct-15	Thursday 17th-Sept-15
Thursday 15th Oct-15	Thursday 1st Oct-15
Thursday 5th Nov-15	Thursday 15th Oct-15
Thursday 3rd Dec-15	Thursday 19th Nov-15
Thursday 21st Jan-16	Thursday 7th Jan-16
Thursday 21st April-16	Thursday 7th April-16
Thursday 19th May-16	Thursday 5th May-16
Thursday 9th June-16	Thursday 26th May-16

Please note that your research proposal must be submitted for comment to your academic supervisor at least three days in advance of the deadlines above.

DISSERTATION SUPERVISION

Each student is assigned an academic supervisor. Students are often supervised by one of the M.Sc. course lecturers and, in other cases, by a member of the academic staff of the School of Social Work and Social Policy. In fewer cases, students are supervised by a member of academic staff from another School within TCD. Supervisors are allocated by the Course Director with due consideration of both the substantive topic of the proposed research and the proposed methodology. Efforts are made to match students' research interests with those of their supervisors.

Students and their supervisors generally agree to meet at suitable times (between June and August) to discuss all aspects of their research and to review progress. The supervisor will read one complete draft of the dissertation provided it is submitted by the student well ahead of the final submission deadline. The role of the supervisor is to advise and offer suggestions; however, the student is ultimately responsible for the conduct of his/her own research, as well as for writing it up properly and ensuring that it is submitted in a timely fashion. It is also the responsibility of the student to make contact with and arrange meetings with their supervisor.

A Dissertation Handbook will be posted on Blackboard during the second semester. It is strongly recommended that you read this document carefully.

Submitting the Dissertation
Dissertations must be submitted to the School Office, School of Social Work and Social Policy (Room 3036, Arts Block). You will need to submit the following:

- ❖ 2 spiral bound copies of your dissertation (you can get these bound in the same way as your qualitative group projects).
- ❖ 1 electronic copy of your interview transcripts in the case of qualitative projects.
- ❖ 1 electronic copy of the dissertation in pdf format emailed to Laura at lcusack@tcd.ie (this copy must include cover page, table of contents, declaration etc).

Submission Deadline for Dissertation
The deadline for submission of M.Sc. dissertations is **Friday 26th August 2016 no later than 4pm.**

GUEST LECTURE SEMINAR SERIES

For the Academic Year 2015-16, Guest Lectures will be held on Tuesday afternoons, 12.00-13.00 during Semester 1 and Semester 2 in the case of full-time students and part-time students, Year 2 (part-time students, Year 1, will attend Guest Lectures in Year 2 but may also attend Guest Lectures during 2015-16 if they wish). Although a guest lecture will not be given on all weeks of each semester, students can expect to attend at least six such lectures during each semester. A list of guest lectures will be provided at the beginning of each semester and communicated to students via email.

These guest lectures are included on the timetable to ensure that students:
- ❖ are aware of a range of research projects currently ongoing in Ireland;
- ❖ learn about the diverse range of research designs, approaches and methodologies currently in use;
- ❖ gain exposure to the working intricacies (including methodological challenges) associated with the conduct of social science research;
- ❖ become acquainted with the wider research community.

Guest lectures are delivered by subject specialists from the public and private sectors who have effectively conducted applied research in one or a number of areas. These lectures vary from year to year and may include the following types of topics: crisis pregnancy, health related topics, ageing, ethnic minorities, poverty/socio-economic disadvantage, equality policies and legislation, population health, sexuality/sexual health, mental health, educational disadvantage, and research involving children and young people.

Attendance at these lectures is compulsory and, as with all course modules, attendance will be taken at these lectures.

COURSE REGULATIONS

Attendance

The M.Sc. in Applied Social Research is professional intensive degree course which can be completed either on a full- or part-time basis. Full-time students should note that the time commitment to be allocated to reading, computing and coursework will average 40 hours per week. **Students are expected to attend all lectures, guest lectures and workshops and to complete all course work assignments on time.** Attendances will be taken at all classes and those who attend less than 80% of classes, will not be permitted to proceed to work placement. Attendance at one module will not cross compensate for non-attendance at another module.

Penalty for Late Submission of Work

In order to ensure fairness and comparability between students, to spread the workload and ensure consistent feedback, considerable importance is attached to the timely submission of course work. An extension to the stated deadlines will normally be considered only in the case of illness, or severe domestic upheaval. Students must request an extension in writing from the Course Director well in advance of the deadline (at least 2 Weeks). An extension will only be given in consultation with the lecturer concerned. Otherwise, in the interest of fairness, **work handed in late will be penalised by an automatic deduction of 10% for each week exceeding the stated deadline**.

The course work of all students must be returned to the course lecturer and kept on file, to be read by the External Examiner.

M.Sc. Course Committee

The academic quality and content of the course for the M.Sc. in Applied Social Research is the responsibility of the Course Director. The M.Sc. Course Committee, which is composed of the Course Director, lecturers, and teaching assistants, governs the M.Sc. course. The class representative (see below) is invited to attend Course Committee to give feedback and/or communicate any issues or problems, based on the views of fellow students. Ten minutes is allocated to this at the beginning of Course Committee meetings, after which the class representative leaves the meeting.

Class Representative

Each year the class elects a class representative during the first term. The main responsibility of the class representative is to bring any relevant issues to the attention of the Course Director. Such communication usually takes place via email. Year 2, Part-time students normally nominate one individual to communicate with the Course Director on behalf of the class.

Complaints and Grievances

If you have an academic-related problem or complaint you should discuss it first with the lecturer concerned. If you have a complaint which discussion with a lecturer cannot resolve, you should approach the Course Director. If the problem remains, you should consult the Head of School or the Dean of Graduate Studies.

General issues to do with the structure or content of the course should be channelled through your student representatives to the Course Director and the M.Sc. Course Committee.

Court of Examiners

The Court of Examiners is composed of Course Director, the Head of the School of Social Work and Social Policy and the teaching staff on the M.Sc. in Applied Social Research and the external examiner. It meets in November every year. Dissertations will **only be examined at this time of the academic year** and those who fail to meet this deadline will have to seek permission from Graduate Studies to submit the following year. If permission is granted they will have to pay a continuation fee in order to submit their thesis the following year.

It is important to note that marks given throughout the course are only intended as an approximate guide to progress. At the end of each academic year, the files of students' work are shown to the external examiner and s/he has an opportunity to read their dissertations. Under the regulations of the University the external examiner can raise or lower the marks of students, although it is unusual for an external examiner to alter marks by more than a few points.

To be eligible for the award of the Masters degree in Applied Social Research, each course module and the dissertation must be passed satisfactorily.

Distinction in Masters in Applied Social Research

While the degree is ungraded, a distinction will be awarded to students who achieve a mark of 70% or higher in the dissertation and who have achieved an overall mark of 70% in their course work.

Referral of dissertation

If a dissertation is referred at the Board of Examiners, the student may seek approval to re-submit the work the following year. If permission is granted they will have to pay a continuation fee. The re-submitted work will be considered at the examination board in the following year.

Course Transcripts

Students who have passed the course after the Examination Board can request a transcript from Laura via email lcusack@tcd.ie. These are normally posted to their home address as stated on their student files.

The transcript includes the marks awarded for each module of the course. The student must retain a copy of this transcript for future reference as it is important for subsequent job or research applications. There is an administrative charge for any additional or later copies of the transcript.

Assessment Regulations

Course work assignments constitute 60% of the final grade for the M.Sc. in Applied Social Research. The remaining 40% is awarded for the research dissertation. The course carries a total of 90 ECTS (European Credit Transfer and Accumulation System).

Breakdown of Final Grade

Module	Component	%
SS8000: Quantitative Methods	SPSS Data Analysis	15
	Survey Design	10
SS8001: Qualitative Methods	Qualitative Group Project	20
	Qualitative Interview	5
SS8002: Research Design, Evaluation Research & Accessing Resources	Research Proposal	5
	Evaluation Research	5
SS8004: Research Dissertation		40

Students **must pass all course modules <u>and</u> the dissertation** to be awarded the degree of Masters in Applied Social Research. In other words, no cross-module compensation is possible. Additionally, in order to pass Module 1, Quantitative Methods, students **must pass both SPSS Data Analysis <u>and</u> Survey Design**. The degree of M.Sc. is undifferentiated, so that marks awarded are given as evidence of personal skill and of individual achievement and progress, rather than leading to a differentiated degree award. Because the course is seen as a professional qualification, all students who hope to graduate must satisfy the examiners that they are competent in both qualitative and quantitative methodologies. Both course work and the final dissertation form the basis of this adjudication.

HELPFUL RESOURCES FOR POSTGRADUATE STUDENTS

Career Advisory Services

http://www.tcd.ie/Careers/

The Career Advisory Service is one of the most comprehensive and beneficial resources available to Trinity students. They offer weekly, year-round workshops, events, seminars, talks, career fairs, and employer events and presentations. Events are updated regularly on their website and are free to all Trinity students. Examples of some popular on-going workshops include preparing a CV, practice interviews on video with feedback, finding postgraduate funding, and working in Ireland for non-EU students. In addition, they offer one-on-one career advice and counseling. Their website also features a comprehensive list of resources including job openings, funding opportunities, voluntary work, networking events, and podcasts.

IT Services

http://isservices.tcd.ie/

IS Services is the main provider of computing facilities and services to students at Trinity. They aim to enhance learning and research activities within the college. In addition to providing one-on-one technical support to students at the IT Services Helpdesk, they also run a series of software workshops and tutorials and basic computer courses. They also offer a range of software for sale at discounted rates. A full list of available software and workshops are available on their website.

TCD Library

http://www.tcd.ie/Library/

The TCD library offers book borrowing, journal and e-journal access, off-campus library access, inter-library loans, multimedia resources, printing, and photocopying. In addition to these fundamental library services, the library also offers a series of free lunchtime courses in library skills as well as training in Endnote software.

College Health Center

http://www.tcd.ie/College_Health/index.php

The TCD Health Center provides a wide range of health services for all students on campus. In addition to offering primary health care, the centre also runs a series of specialized clinics for students including travel vaccinations, sexual health, sports medicine, mental health, and antenatal care. Fees and opening hours are listed on their website.

Student Counselling Service

http://www.tcd.ie/Student_Counselling/

The Student Counseling Service provides free support to students who are experiencing personal and/or academic concerns. Available services include one-to-one counseling, peer mentors, on-line support programs, meditation groups, Niteline helpline, and group support. All services are free and confidential. Contact information can be found on their website.

International Admissions

http://www.tcd.ie/international/

The International Studies Office is available to provide advice and assistance to International Students regarding immigration regulations, visa requirements, tuition fees, accommodation, and the general practicalities of life in Ireland. Their website provides international students with information to help orient themselves to life at Trinity.

Graduate Students' Union

http://www.tcdgsu.ie/

The Graduate Students' Union is an independent body which represents all postgraduate students in Trinity. Every postgraduate student is automatically a full member of the union upon entering their course. The union is available to assist you with academic and welfare issues and provides you with facilities including the 1937 Postgraduate Reading Room and the Postgraduate Common Room. They also schedule social events for postgraduate students which are listed on their website.

Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential services available to all registered postgraduate at Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make and appointment by phoning +353 1 8961417 or by email at pgsupp@tcd.ie

For more information about what the Postgraduate Advisory Services does, see our Services Listing and Who We Are

PLAGIARISM

Plagiarism of any kind is unacceptable in academic work and is penalised. To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at http://tcd-ie.libguides.com/plagiarism

We ask you to take the following steps:

i. Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2015-16 Calendar entry on plagiarism and the sanctions which are applied which is located at http://tcd-ie.libguides.com/plagiarism/calendar (also set out below).

ii. **Complete the 'Ready, Steady, Write' online tutorial on plagiarism at http://tcd-ie.libguides.com/plagiarism/ready-steady-write. Completing the tutorial is compulsory for all students.**

iii. **Familiarise yourself with the declaration that you will be asked to sign when submitting course work at http://tcd-ie.libguides.com/plagiarism/declaration**

iv. Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32
1. General
It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism. Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

2. Examples of Plagiarism
Plagiarism can arise from actions such as:
(a)   copying another student's work;
(b)   enlisting another person or persons to complete an assignment on the student's behalf;
(c)   procuring, whether with payment or otherwise, the work or ideas of another;

(d)   quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e)   paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

  (i)   fail to distinguish between their own ideas and those of others;

  (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

  (iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

  (iv) come across a distinctive methodology or idea and fail to record its source.

  All the above serve only as examples and are not exhaustive.

3. Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

4. Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

5. Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at http://tcd-ie.libguides.com/plagiarism.

6. If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting.

7. If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement. If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in Section 5 (Other General Regulations).

8. If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a)   Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b)   Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c)   Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

9. Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

10. If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

See here for more information on avoiding plagiarism.

DECLARATION

I hereby declare that this submission is entirely my own work and that it has not been submitted as an exercise towards a degree at this or any other university

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

_____   _____

Name   Date