FASS Research Training Programme

Modules Handbook for Staff and Students 2021-2022
General Notes

- If a module is only available to students in specific years of study, you should only register for it if you are in the correct year.
- If a module is offered both by attendance and by distance learning, you should register either to attend it or to take it by distance learning, not both. This applies to the following modules:
  - FASS507 / FASS507d
  - FASS16d / FASS16
  - FASS19 / FASS19d
  - FASS21 / FASS21d
  - FASS619 / FASS619d
  - FASS620 / FASS620d
- If a module has two or more different cohorts, you should only register for one of these. The same content is repeated in each cohort. This applies to:
  - FASS506M / FASS506L
  - FASS522M / FASS522L
  - FASS637 / the interviewing sessions of FASS510
  - FASS642A / FASS642B / FASS642C / FASS642D / FASS642E / FASS642F
  - Attendance monitoring: If you are registered and then do not attend 50% or more of the sessions (if relevant) complete 50% or more of the online tasks/activities by the end of the term you will then be deregistered, and the module will not appear on your transcripts. You can then request to keep access to the resources on Moodle for training purposes (but please note that this option is not available for some modules).
- If you have taken a module once, you will normally not be able to repeat it in a later year.
- For some on campus modules, students “studying away from the University” (e.g. distance learning students or those who cannot attend campus due to Covid-19 travel restrictions) can request to only have remote access to the material on Moodle for training purposes without registering. Please note that the access to material will be granted only at the end of the current term.
- FASS625, FASS644d and FASS626 are only available via Moodle for all students. There is no attendance requirements for them. Access will be immediate.
- If you decide at a later date that you want to add new modules and/or withdraw from modules, please email fass-rtp@lancaster.ac.uk to let us know.

Registration will be done a term at a time, on the appropriate form for the term in question. Registration for Michaelmas Term will open towards the end of the Summer Vacation, for Lent Term towards the end of Michaelmas Term, and for Summer Term towards the end of Lent Term.

Please note that information contained in this handbook with respect to modules is correct at the time of publication but changes may be necessary, for example, as a result of student feedback, staff changes and new research.

The list of modules contained in this handbook is subject to change each year and, therefore, is offered as a snapshot of some of our current modules rather than as an indication of what will be running in future years. In any academic year, the modules offered may therefore differ from those presented here.

Timetables
You can find the location of the various buildings in which modules take place on the online campus map and details of term and vacation weeks on the online Calendar.
### All year

<table>
<thead>
<tr>
<th>Modules</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS625: Ethics in Arts and Social Science Research – a self-learning resource</td>
<td>Weeks 1-30</td>
</tr>
<tr>
<td>FASS638d: Qualitative Data Analysis with ATLAS.ti (distance learning)</td>
<td>Weeks 3-30</td>
</tr>
<tr>
<td>FASS639d: Qualitative Data Analysis with NVivo 11 (distance learning)</td>
<td>Weeks 3-30</td>
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</tbody>
</table>
## Timetable for Michaelmas Term 2021 (weeks 1-10)

Friday 8 October – Friday 17 December 2021

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Course</th>
<th>Week/s</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>09:00 – 11:00</td>
<td>FASS502: Introduction to the Library and Literature Searching</td>
<td>2</td>
<td>Online</td>
</tr>
<tr>
<td>Monday</td>
<td>09:00 – 11:00</td>
<td>FASS642B: PhD Writing Groups - Cohort 2</td>
<td>6 to 7</td>
<td>Management School Robinson LT16</td>
</tr>
<tr>
<td>Monday</td>
<td>12:00 – 14:00</td>
<td>FASS506M: Designing, Undertaking and Surviving Doctoral Research - Cohort 1</td>
<td>2</td>
<td>Bowland Nth SR 20</td>
</tr>
<tr>
<td>Monday</td>
<td>12:00 – 14:00</td>
<td>FASS522M: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee - Cohort 1</td>
<td>8 &amp; 10</td>
<td>Online</td>
</tr>
<tr>
<td>Monday</td>
<td>13:00 – 15:00</td>
<td>FASS642A: PhD Writing Groups - Cohort 1</td>
<td>6 to 7</td>
<td>Management School LT19</td>
</tr>
<tr>
<td>Monday</td>
<td>16:00 – 18:00</td>
<td>FASS517: Discourse Analysis</td>
<td>2 to 10</td>
<td>George Fox LT 2</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10:00 – 12:00</td>
<td>FASS506M: Designing, Undertaking and Surviving Doctoral Research - Cohort 1</td>
<td>2</td>
<td>Management School LT19</td>
</tr>
<tr>
<td>Friday</td>
<td>10:00 – 12:00</td>
<td>FASS510: Qualitative Research Methods</td>
<td>1 to 7</td>
<td>Welcome Centre LT3</td>
</tr>
<tr>
<td>Friday</td>
<td>10:00-13:00</td>
<td>FASS510: Qualitative Research Methods</td>
<td>8</td>
<td>Welcome Centre LT3</td>
</tr>
<tr>
<td>Friday</td>
<td>10:00-11:00</td>
<td>FASS510: Qualitative Research Methods</td>
<td>9</td>
<td>Online</td>
</tr>
<tr>
<td>Friday</td>
<td>13:00 – 16:00</td>
<td>SOCL947/FASS645: Making Research Count: Engaging with Quantitative Data</td>
<td>1 to 10</td>
<td>Management School LT 06</td>
</tr>
</tbody>
</table>

**Online lecture Series:**

<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS626: Feminist literary and cultural theory</td>
<td>Weeks 2 to 6</td>
</tr>
</tbody>
</table>

**Distance modules (for dates and times of synchronous sessions, if applicable, c.f. Moodle space of each module):**

<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS508d: Quantitative Research Methods 1 (distance, fully asynchronous)</td>
<td>Weeks 3 to 8</td>
</tr>
<tr>
<td>FASS516d: Thesis Writing (First Year Students only) (distance learning)</td>
<td>Weeks 2 to 6</td>
</tr>
<tr>
<td>FASS619d: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis (distance learning)</td>
<td>Weeks 7 to 10</td>
</tr>
<tr>
<td>FASS620d: Advanced Thesis Writing (Final Year Students only): Towards Completion (distance learning)</td>
<td>Weeks 7 to 10</td>
</tr>
</tbody>
</table>
Timetable for Lent Term 2022 (weeks 11-20)

Friday 14 January – Friday 25 March 2022

Please note the Lent timetable is subject to confirmation. Dates, times and locations (if applicable) will be updated by December 2021.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS506L: Designing, Undertaking and Surviving Doctoral Research - Cohort 2</td>
<td>Week 12</td>
</tr>
<tr>
<td>FASS516: Thesis Writing (First Year Students only)</td>
<td>Week 13-17</td>
</tr>
<tr>
<td>FASS522L: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee</td>
<td>Week 18 &amp; 20</td>
</tr>
<tr>
<td>FASS618: The PhD Viva: Tragedy or Triumph? (Final Year Students only)</td>
<td>Week 12</td>
</tr>
<tr>
<td>FASS619: Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis</td>
<td>Week 17-20</td>
</tr>
<tr>
<td>FASS620: Advanced Thesis Writing (Final Year Students only): Towards Completion</td>
<td>Week 17-20</td>
</tr>
<tr>
<td>FASS627: Spatial Theory</td>
<td>Week 15-16</td>
</tr>
<tr>
<td>FASS628: Interdisciplinarity</td>
<td>Week 15</td>
</tr>
<tr>
<td>FASS629: Textual Practice</td>
<td>Week 18</td>
</tr>
<tr>
<td>FASS634: Introduction to Engaging with Decision Makers in Government and Parliament</td>
<td>Week 17-19</td>
</tr>
<tr>
<td>FASS642C/D: PhD Writing Groups (Second and Third Year Students only) – Cohorts 3 and 4</td>
<td>Week 16-19</td>
</tr>
<tr>
<td>FASS646: Critical Theory for Postgraduate Research</td>
<td>Weeks 11-20</td>
</tr>
<tr>
<td>FASS649: Postcolonial Studies Across the Arts and Social Sciences</td>
<td>Week 11-20</td>
</tr>
<tr>
<td>FASS652: Decolonising Higher Education</td>
<td>Week 16-20</td>
</tr>
</tbody>
</table>

Distance modules (for dates and times of synchronous sessions, if applicable, c.f. Moodle space of each module):

<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS512d: Quantitative Research Methods 2 (distance, fully asynchronous)</td>
<td>Weeks 11-20</td>
</tr>
</tbody>
</table>
**Timetable for Summer Term 2022  (weeks 21-30)**

Friday 22 April - Friday 1 July 2022

Please note the Summer timetable is subject to confirmation. Dates, times and locations (if applicable) will be updated by December 2021.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS507: Introduction to the Philosophy of the Social Sciences (distance learning)</td>
<td>Week 24-28</td>
</tr>
<tr>
<td>FASS513: Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs only</td>
<td>Week 26</td>
</tr>
<tr>
<td>FASS519: Presenting Conference Papers</td>
<td>Week 22-23</td>
</tr>
<tr>
<td>FASS521: Writing for Publication (Second/Third/Final Year Students only)</td>
<td>Week 22-25</td>
</tr>
<tr>
<td>FASS604: The Analysis of Culture</td>
<td>Week 22 &amp; 24</td>
</tr>
<tr>
<td>FASS637: Qualitative Research Interviews – Methods and Practice</td>
<td>Week 26-27</td>
</tr>
<tr>
<td>FASS641: Career Planning for FASS PGR Students</td>
<td>Week 23-28</td>
</tr>
<tr>
<td>FASS642E/F: PhD Writing Groups (Second and Third Year Students only) – Cohorts 5 and 6</td>
<td>Week 26-29</td>
</tr>
<tr>
<td>FASS647: Risky Research: Ethics, Reflexivity, and Risk</td>
<td>Week 25</td>
</tr>
<tr>
<td>FASS651: Course Design and Quality Assurance in Higher Education</td>
<td>Week 22-25</td>
</tr>
</tbody>
</table>

Distance modules (for dates and times of synchronous sessions, if applicable, c.f. Moodle space of each module):

<table>
<thead>
<tr>
<th>Module</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASS507d: Introduction to the Philosophy of the Social Sciences (distance learning)</td>
<td>Week 24-28</td>
</tr>
<tr>
<td>FASS519d: Presenting Conference Papers (distance learning)</td>
<td>Week 26-30</td>
</tr>
<tr>
<td>FASS521d: Writing for Publication (Second/Third/Final Year Students only) (distance learning)</td>
<td>Week 27-30</td>
</tr>
</tbody>
</table>
Modules available all year

FASS625  Ethics in Arts and Social Science Research – a self-learning resource
Karolina Follis, Politics, Philosophy and Religion
All year
Online self-learning
Minimum quota: 6

This self-learning resource is designed to introduce PhD students to some of the key ethical issues that researchers experience and deal with in the process of designing and undertaking their studies. The resource is primarily addressed to students who are studying away from Lancaster and/or who are enrolled part-time and who therefore cannot attend FASS522.

The resource also explains the procedures to gain ethical approval for PhD research at Lancaster University and provides guidance with the application. It includes an example of an ethics application, including an information sheet and consent form.

This is a self-learning resource, so what you find on the Moodle site are materials for you to use for self-study. These include three recorded presentations by the Chair of the FASS LUMS Research Ethics Committee on key aspects of ethics in relation to research and on the ethics application procedure in FASS and LUMS. The resource includes examples of information sheets and consent forms and an introduction to the process of gaining ethics approval required by Lancaster University.

Educational aims

- To introduce students to key ethical issues in relation to research in the arts and social sciences
- To offer students an opportunity to learn from a ‘real’ example: an ethics application form from a recent research project
- To provide information and guidance on the ethics approval process in the Faculty

Introductory readings:


FASS638d Qualitative Data Analysis with ATLAS.ti (flexible learning)

Convenor: Steve Wright, Faculty of Health Research
All academic year
Self-directed learning, blended learning workshops
Minimum quota: 5
NOTE: Individual Workshops will have limited places with sign-up within the course

This ongoing course focusses on developing the skills to work effectively and harness the potential of ATLAS.ti one of the leading Computer Assisted Qualitative Data Analysis Software (CAQDAS) packages available for Windows, Mac and Mobile and site-licensed at the University.

The focus is on understanding and defining analytic tasks for your project and then translating these into effective use of the software for analysing qualitative data and reviewing relevant literature.
You will develop transferable skills in a software package used both inside and outside academia (including in applied and market research and public consultations).

**Educational Aims:**

This ongoing course provides support from the convener and peers through individual one-to-one and small-group sessions to develop your skills in:

- Learning and using ATLAS.ti to analyse your qualitative data
- Using ATLAS.ti to support reviewing and integrating insights from the literature
- Approaches to transcribing and working with interview and focus group data (including using accurate automatic transcription tools)
- Effective data management
- Coding, Linking and Annotating Data
- Using memos to keep ongoing records of your decisions, the development of your analytic approach and the effects of these on your research
- Operationalising your research questions and analysis tasks to be effectively supported by Software tools
- Exporting your analysis work and writing to create draft chapters incorporating rich, relevant, empirical evidence to support your thesis

**Course Delivery:**

For 2021-22 the module continues to run as primarily via distance. However on-campus one-to-one support will be available where and when possible.

The core of the course is bookable individual consultations focussing on development and problem solving for your project, together with small-group sessions and peer-learning opportunities through observing session recordings and applying insights from those to your own work.

Course announcement and materials will be provided via a self-enrolment Moodle site. One-To-One support session will be via Teams including screen sharing and remote desktop access/control to collaborate with the convener on your project.

The course is designed to work alongside and extend structured workshop run through the FHM and LUMS Research Training Programmes – booked via LibCal. *(Enrolling on those workshops in addition is strongly encouraged – information will be posted to course members.)*

**Attendance/Completion:**

*Registration is open all year.* To remain registered, you must complete the initial sign up activities on Moodle to access resources.

*Attendance:* You are then free to draw on materials and use resources to be most effective for the pace of your research project. You can sign up to a maximum of 3 one-to-one sessions across the year.

*Completion:* Students will not be deemed to have attended this module unless they have completed the “getting started” activities:
1 – Choose department, mode of study, location and
2 - post to the Introductions forum to give some background on your project.

**Course Book:**

Available as an eBook through library, student purchase strongly recommended.

**Recommended Reading:**
Convenor’s blog at: [https://caqdasblog.wordpress.com/category/praxis-blog/](https://caqdasblog.wordpress.com/category/praxis-blog/)


**FASS639d Qualitative Data Analysis with NVivo (flexible learning)**

Convenor: Steve Wright, Faculty of Health Research
All academic year
Self-directed learning, blended learning workshops
Minimum quota: 5

NOTE: Individual Workshops will have limited places with sign-up within the course

This ongoing course focuses on developing the skills to work effectively and harness the potential of NVivo one of the leading Computer Assisted Qualitative Data Analysis Software (CAQDAS) packages available for Windows, Mac and Mobile and site-licensed at the University.

The focus is on understanding and defining analytic tasks for your project and then translating these into effective use of the software for analysing qualitative data and reviewing relevant literature.

You will develop transferable skills in a software package used both inside and outside academia (including in applied and market research and public consultations).

**Educational Aims:**

This ongoing course provides support from the convenor and peers through individual one-to-one and small-group sessions to develop your skills in:

- Learning and using NVivo to analyse your qualitative data
- Using NVivo to support reviewing and integrating insights from the literature
- Approaches to transcribing and working with interview and focus group data (including using accurate automatic transcription tools)
- Effective data management
- Coding, Linking and Annotating Data
- Using memos to keep ongoing records of your decisions, the development of your analytic approach and the effects of these on your research
- Operationalising your research questions and analysis tasks to be effectively supported by Software tools
- Exporting your analysis work and writing to create draft chapters incorporating rich, relevant, empirical evidence to support your thesis

**Course Delivery:**
For 2021-22 the module continues to run as primarily via distance. However on-campus one-to-one support will be available where and when possible.

The core of the course is bookable individual consultations focusing on development and problem solving for your project, together with small-group sessions and peer-learning opportunities through observing session recordings and applying insights from those to your own work.

Course announcement and materials will be provided via a self-enrolment Moodle site. One-To-One support session will be via Teams including screen sharing and remote desktop access/control to collaborate with the convenor on your project.

The course is designed to work alongside and extend structured workshop run through the FHM and LUMS Research Training Programmes – booked via LibCal. *(Enrolling on those workshops in addition is strongly encouraged – information will be posted to course members.)*

**Attendance/Completion:**

- **Registration is open all year.** To remain registered, you must complete the initial sign up activities on Moodle to access resources.
- **Attendance:** You are then free to draw on materials and use resources to be most effective for the pace of your research project. You can sign up to a maximum of 3 one-to-one sessions across the year.
- **Completion:** Students will not be deemed to have attended this module unless they have completed the “getting started” activities:
  1. Choose department, mode of study, location and
  2. Post to the Introductions forum to give some background on your project.

**Course Books:**


**Recommended Reading:**

Convener’s blog at: [https://caqdasblog.wordpress.com/category/praxis-blog/](https://caqdasblog.wordpress.com/category/praxis-blog/)


**Further reading:**


FASS644d Participatory Research: Achieving Impact (self-learning in AY21/22)

Convener: Self-learning

Lent Term 2022
Self-learning resources
Minimum quota: 6, Maximum quota: 25

THIS IS A SELF-LEARNING MODULE IN 2021/2022: THERE WILL BE NO ASSISTANCE FROM, CONTACT WITH OR ASSESSMENT BY THE USUAL CONVENER WHO IS ON SABBATICAL FOR THE WHOLE YEAR.

Participatory research has gradually gained traction as a viable cross-sector method in the Social Sciences and Humanities. It emphasizes the importance of collaboration between academics and communities in the development and production of research aimed directly at understanding and responding to an issue of importance to both. Today, the impact agenda increasingly underpins evaluations of research and plays a significant role in the allocation of grants and jobs. This module outlines the potential for students within a range of fields to apply participatory elements to explore diverse social phenomena, leading to peer-reviewed publications, research grants and demonstrable impact.

Educational Aims:

The main aim of this module is to enable students to understand and apply, where relevant, participatory methods in their research. This will be achieved by introducing: the concept and background of participatory research; means of identifying and communicating with community partners; ethics processes and approaches to governing projects, and the outputs and outcomes which result from such work.

Learning Outcomes:

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

- understand participatory research and apply the approaches practically within their own work
- be more creative in their work and appreciate the importance of innovation approach
- engage in professional self-development with regard to research methods
- appreciate ethics, principles and sustainability and legal responsibilities
- solicit research funding for participatory work

Module Structure/Delivery Pattern:

THIS IS A SELF-LEARNING MODULE IN 2021/2022. The module consists of five sessions (see below). Each session has an associated written introduction, lecture video taken from the Campus version of the module, transcript, PowerPoint slides and set of readings on Moodle. Responsibility for arranging and completing this work lies with the students.

Syllabus/content:

Five interrelated sections comprising:

Session 1: Introducing Participatory Methods: Origin, rationale and application
Session 2: Preparing: identifying partners and developing a shared language
Session 3: Processes: ethics and governance
Session 4: Outputs and outcomes: Recording, documenting and publishing research
Session 5: Feedback

Deadlines:

Students are responsible for viewing the materials at a time of their choosing.
Introductory Reading:


**Michaelmas Term modules**

**FASS502  Introduction to the Library and Literature Searching**
Convenor: Paul Newnham, Library  
1 x 2 hour session, Week 2, Michaelmas Term 2021  
Online  
Minimum quota: 6

**Outline syllabus**

This workshop will focus on the key Library services and resources available to research students including OneSearch – the Library’s discovery tool – and key bibliographic databases in Social Sciences and Arts and Humanities. Students will have the opportunity to practice using these resources and to execute scoping searches relating to their own research interests.

**Education Aims**

To introduce participants to the techniques required to search the Library catalogue and other databases for relevant information

**Learning Outcomes**

Participants should be able to understand and apply search techniques to:

- Find specific books or journal articles, in both print and digital formats
- Find books or articles on a specific topic
- Use bibliographic databases to find full text articles and citations

**FASS506M  Designing, Undertaking and Surviving Doctoral Research**
Convenor: Basil Germond, Faculty Director (Research Training)  
2 x 2 hour sessions (on campus)  
Week 2, Michaelmas Term 2021 (Campus) – Cohort 1 (M)  
OR  
Week 12, Lent Term 2022 (Campus) – Cohort 2 (L)  
To remain registered, you must attend 50% of the sessions  
Maximum quota: 50

**This short module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for either Cohort 1 or Cohort 2, not both.**

**Aims and objectives**

This short module is intended for all new research students in FASS, irrespective of the department to which you belong. It offers a general introduction to PhD study in the Faculty of Arts and Social Sciences and will provide an overview of the main stages of doing a PhD.

As part of the module, you will have the opportunity to share and discuss with other PhD students your expectations for the PhD, your concerns and hopes. Together, we will think through the process of doing a PhD, how best to organise your work and how to deal with difficulties that may arise. The emphasis of the
module is on sharing experiences and expectations. To achieve this, two PhD students who are about to finish or have just passed their viva will share their experiences with us.

Outline syllabus

- Introduction to PhD study in the Faculty of Arts and Social Sciences
- Processes, procedures and practices – an overview of PhD study year-by-year
- What problems might PhD students come across and how could they be solved. ‘Oldies’ share their experiences
- Making the most of your supervision

Introductory readings

Peelo, M. T. (2010), Understanding Supervision and the PhD. London: Continuum.

FASS508d   Quantitative Research Methods 1 (distance learning)

Convenor: Andrew Wilson, Linguistics
6 x 1 hour sessions, Weeks 3-8, Michaelmas Term 2021  (Asynchronous)
Minimum quota: 6

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly tasks.

Outline syllabus

- Uncertainty and probability.
- Random sampling and random variables. Different approaches to sampling. What is a "random" sample and why is it important for statistical inference?
- Variable types – discrete vs. continuous.
- Distributions – what they are and why they are important.
- Basic descriptive statistics – mean, median, mode, standard deviation, interquartile range.
- Credible intervals. The difference between probability and effect size. Credible intervals as limits of (un)certainty. Factors affecting the width of credible intervals.
- Simple hypothesis testing using credible intervals – the single mean, single proportion, difference between two means, and difference between two proportions.

Aims and objectives

To provide students with:

- a fundamental understanding of probability
- a basic understanding of random sampling and why it is important.
- an introduction to basic descriptive statistics
- a simple introduction to inferential statistics for one- and two-sample problems, based around the notion of credible intervals.
To teach students how to perform the relevant calculations using a spreadsheet (Microsoft Excel or Open Office Calc).

Learning outcomes

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

- Understand what probability is.
- Distinguish between probability and effect size.
- Understand how and why researchers take random samples from larger populations.
- Have a general idea of what a distribution is.
- Understand what basic descriptive measures (means, medians, modes, standard deviations, and interquartile ranges) can tell us.
- Understand what a credible interval is and what it can tell us.
- Know how to use a credible interval to test simple one- and two-sample hypotheses.
- Carry out the above calculations using a spreadsheet (Microsoft Excel or Open Office Calc).

Background reading

No preparatory reading is necessary for this short introductory course. However, the following is a useful complement:


FASSS10  Qualitative Research Methods

Convenor: Basil Germond, Faculty Director (Research Training)
Other staff involved: Thaddeus Muller, Law; Steve Wright, FHM; Luke Collins, Linguistics; Hazel Morbey, Health Research
10 x 2 hour sessions, Weeks 1-10, Michaelmas Term 2021 (On campus)
Minimum quota: 6, Maximum quota: 60
Assessment: 5,000 word essay - only for PGT students who are taking the module for credit

Content & Ethos

This module comprises a series of sessions introducing you to a range of themes, concepts and issues associated with qualitative research in the arts, humanities and social sciences. The three opening sessions are introductory in nature and lay the groundwork for the particular methods that follow. Although this module is designed as a coherent whole, PGR students are able to treat the different parts as otherwise standalone. Masters students are expected to attend every session as per University regulations, while PhD students must attend five sessions or more to have this module recorded on their academic transcript.

Educational Aims

This module is aimed at MA and PhD students who are planning to use or wish to learn more about qualitative research methodologies, along with the themes, concepts and issues associated with their employment. To this end, the sessions aim to provide an introduction to, and overview of, the range of approaches and attendant epistemological issues associated with the use of qualitative research methods in the arts, humanities and social sciences.

Indicative Syllabus
• Introduction to qualitative research
• Qualitative Research: Design and Process
• Literature review and sampling in Qualitative Research
• Generating data: Fieldwork and participant observation
• Generating data: Focus Group Research
• Introduction to Using Computer Software for Qualitative Data Analysis
• Engaging data: the use of ‘documents’ + Data analysis
• Interviewing in Qualitative Research – I [Part One of FASS637]*
• Interviewing in Qualitative Research – II [Part Two of FASS637]*
• Content and corpus analysis in humanities and social sciences (Luke Collins)

*These sessions are delivered again in Summer Term as FASS637: Qualitative Research Interviews. Students attending these sessions as part of FASS510 should not enrol on FASS637.

Learning outcomes

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

• demonstrate familiarity with key methodological issues and challenges concerning qualitative research in the arts, humanities and social sciences
• critically appreciate the strengths and limitations of a range of different qualitative research methods in the arts, humanities and social sciences
• understand how broader research questions, theories and debates relate to qualitative research methods in the arts, humanities and social sciences
• articulate in writing and orally the character, implications and rationale of the methods they use in their own research

Places on the sessions are limited to 60. We will allocate places in the following order of priority: Masters students taking all sessions as an assessed element of their degree; FASS students; students who need to take specific sessions this year (for example because they will not be at Lancaster next year); first-year students; order of date of receipt of application. We will also consider your attendance record at previous RTP modules. If you are unsuccessful in getting on the sessions this year we will, however, give you priority for next year

Places on this module are limited and in high demand. You MUST inform the RTP Administrator as soon as possible if you no longer wish to take this module so that your place can be offered to another student.

Registered PGR students: To register as having taken the module you will have to have attended 50% of the sessions.

Indicative Bibliography

FASSS16d  Thesis Writing (First Year Students only) (distance)

Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Weeks 2-6 Michaelmas 21
Online distance learning
Maximum Quota: 30 students (taught as two seminar groups of 15)

1st year full-time students, and 1st/2nd year part-time students

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

This course is an online version of the campus module FASSS16 which has been part of the Faculty’s RTP provision for over 20 years. It was designed to reproduce the course content and learning experience of the campus-based course as much as possible and, since 2020/21, has been enhanced by the addition of ‘live’ (synchronous) Microsoft Teams seminars once a week. Participants will therefore still have the opportunity to share their experiences of academic writing with one another and consult directly with the course tutor, Professor Pearce.

The course comprises five sessions which include online exercises with tutor feedback. A new session will be made available each Monday and participants will have until Thursday/Friday to complete the exercises. Registered participants will also have access to the site for the remainder of the academic year if they wish to make further use of the resources.

Participation in the live Teams seminars is strongly encouraged but not compulsory; we appreciate that not all students will be available when these sessions are scheduled. The seminars (divided into groups of no more than 15) will take place on Thursday or Friday each week in order to allow participants time to work through the materials released each Monday.

The course includes sessions on: different types/applications of academic writing; writing locations; the literature review; from notes to drafts; and writing for different audiences. Participants work with extracts of Lancaster University PhDs from several different departments and will also be encouraged to apply what they have learnt to PhDs from their own discipline.

Day and times of the seminars will be confirmed once registration is complete and participants will be sent individual invitations via Teams. Please note that these sessions are not centrally timetabled because they are optional - not compulsory.

FASSS17  Discourse Analysis

Convenor: Professor Veronika Koller, Linguistics and English Language
9 sessions, Weeks 2-10
Blended: on campus and live online sessions
Maximum Quota: 24 students on campus. Once this quota is full, online will be offered.
Participants need to attend a minimum of six sessions (in person or online) to stay registered.
Participants will not be admitted after the first session unless they have given in advance a valid reason as to why they had to miss the first session.

The module has the following **objectives:**

- Introducing multiple approaches in linguistic discourse analysis, particularly critical discourse studies, an approach which aims to systematically relate linguistic and semiotic properties of texts to the broader social and cultural contexts of which they are a part, and thereby to contribute to the understanding and critique of social problems and inequalities.
- Identifying key respects in which critical discourse studies differ from other approaches to discourse analysis and reviewing some criticisms of the approach.
- Considering the strengths and weaknesses of various approaches and methods, particularly in relation to participants’ own research questions and disciplines.
- Giving participants an opportunity to do small-scale linguistic discourse analyses, using samples of their own data or data relevant to their own research.

Sessions will be structured around the presentation and discussion of an area of discourse analysis. These include genre and text, modality and evaluation, multimodality and spoken language. Each week, there will be a key reading, which course participants will be expected to read and think about in advance. Each session will include elements in which the approach in focus will be demonstrated along with tasks to check comprehension and a task allowing students to apply the approach to some of their own data.

By the end of the course, participants will be familiar with a range of approaches in linguistic discourse analysis and the relevance of these to their own work, and will have gained confidence in using this approach in the analysis of texts.

**Introductory readings**


FASS522M/L  Ethics Approval: How to Write a Successful Application to the Research Ethics Committee – Cohort 1

Convenor: Karolina Follis, PPR (Michaelmas Term) & TBA (Lent Term)

Weeks 8 & 10, Michaelmas Term 2021 – Cohort 1 - Online

OR

Weeks 18 & 20, Lent Term 2022 – Cohort 2 – On Campus

Maximum quota: 30

This short module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for **either** Cohort 1 or Cohort 2, not both.

**Course description**

This is a short hands-on course to help you get ethics approval for your research. The module starts with a brief introduction to some of the ethical issues researchers in social sciences and humanities have to deal with in the process of designing and undertaking their research. The main focus of the module will be to understand the ethics approval process at Lancaster University and to help participants write their ethics applications and submit them through the Research Ethics Application Management System (REAMS). This
content will be delivered in the form of two one-hour online lectures followed by an online discussion forum. This will be followed by bookable appointments with the instructor for an “ethics surgery” to discuss ethical issues you will need to cover in your applications.

The students will need to complete the following tasks as part of their participation:

**tasks for students to complete as part of the module:**

- view the online lectures/attend 50% of the sessions (requirement to complete the module)
- read the instructions for the ethics approval process at Lancaster University on the Faculty’s ethics page. (requirement to complete the module)
- prepare draft responses to key questions on the application as instructed in the module videos (recommended)
- attend the ethics surgery (recommended)
- post comments/queries in the online forum (optional)

Please note that this module is designed for students who are in the process of applying for ethics review, who are willing to work on their application while taking the module and who are happy to share their draft applications with others in class.

**Educational aims**

- To raise awareness of ethical issues in arts and social research
- To help students with the ethics approval process

**FASS619d Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis (distance)**

Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Weeks 7-10 Michaelmas Term 2021.
Online distance learning
Maximum numbers: 30 students (taught as two seminar groups of 15)

2nd year full-time students, and part-time students at the equivalent stage

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

This course has been designed specifically for PhD students who are mid-way through their studies: typically, Year 2 (FT) or Year 3-4 (PT); it also presupposes that you have already taken the First Year Thesis Writing course (FASS516/FASS516d). If you haven’t yet taken this course, we strongly recommend that you take a look at it before embarking upon this one. Not only does FASS619d refer back to exercises and case-studies featured on the Year 1 course, but there is also a good deal of material stored on the 516/d site that you may find useful.

The online version of FASS519d aims to reproduce the experience of the campus workshops as closely as possible and takes the form of four sessions featuring ‘real life’ case studies, trouble-shooting exercises, advice on how to prepare for your upgrade/conversion panel, and - most importantly - how to re-focus your thesis at the point in your studies when it can start to pull in different directions.
Since academic year 2020/1, the module has been enhanced by live (synchronous) Microsoft Teams seminars once a week. Participants will therefore have the opportunity to share their experiences with one another and consult directly with the course tutor, Professor Pearce. Although these sessions are optional rather than compulsory they have worked extremely well as a space for students to socialise and support one another.

For the four weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will also remain available to participants for the remainder of the academic year should you wish to make use of the course materials.

Details of the day/time of the online seminars will be made available once registration is complete and participants will be sent individual invitations via Teams. Please note that these sessions are not centrally timetabled because they are optional - not compulsory.

FASS620d Advanced Thesis Writing (Final Year Students only): Countdown to Completion

Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Michaelmas Term 21, Weeks 7-10
Online distance learning
Maximum numbers: 30 (15 students per seminar group).
3rd/final year full-time students, and part-time students at the equivalent stage

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

This course is a distance learning version of Professor Pearce’s campus-based module which has been taught as part of the FASS RTP programme for many years and is aimed specifically at students in their third/final year (or equivalent for part-time students) who have the end of their PhD in sight.

The module takes the form of four online sessions including: a case-study based on a student nearing the end of their PhD; a trouble-shooting exercise in which participants identify their personal obstacles to completion; re-drafting the thesis; and ‘Countdown to Completion’ - an exercise designed to help you visualise and prepare for what is needed to meet a ‘hard’ deadline.

Since academic year 2020/1, the module has been enhanced by live (synchronous) Microsoft Teams seminars once a week. Participants will therefore have the opportunity to share their experiences with one another and consult directly with the course tutor, Professor Pearce. Although these sessions are optional rather than compulsory they have worked extremely well as a space for students to meet and support one another.

For the four weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will also remain available to participants for the remainder of the academic year should participants wish to make use of the course materials.

Details of the day/time of the online seminars will be made available once registration is complete and participants will be sent individual invitations via Teams. Please note that these sessions are not centrally timetabled because they are optional - not compulsory.
FASS626 Feminist Literary and Cultural Theory Online Lecture Series

Convenor: Lynne Pearce, English Literature and Creative Writing
Other staff involved: see below
Michaelmas Term 2021, Weeks 2-6
Online lecture series
Quota: none

This short lecture series will take the form of a series of pre-recorded lectures by four colleagues from across the Faculty;

- Professor Lynne Pearce (ELCW), Introduction to Literary and Cultural Theory
- Professor Hilary Hinds (ELCW), Psychoanalysis and Feminism
- Professor Alison Stone (Philosophy, PPR), French Feminisms
- Professor Lynne Pearce, Queer Theory
- Dr Brian Baker, Feminism and Masculinities

A new lecture will be uploaded at the beginning of each week the module is running and will remain available to participants for the remainder of the academic year.

In addition, the convenor, Lynne Pearce, will host a Teams seminar discussion in Week 6 for participants who would like to discuss the ideas presented in the lectures further. (Date and time to be confirmed at the start of the module; personal invitations will be sent to participants via Teams. Please note that this session will not be timetabled as it is an optional rather than a compulsory element of the course).

The lecture series was established in 2014 in response to an upsurge in demand for more teaching and debate on the history, theory and practice of feminist scholarship from both undergraduate and postgraduate students. It was therefore decided to make these lectures open to whoever was interested. There is no registration or attendance requirement.

The purpose of the lectures is to provide information on the history and politics of a range of feminist theories and approaches along with their associated methodology / textual practice. We consider this important since the evolution of feminist scholarship over the past 40-50 years is arguably becoming lost to new generations of feminist scholars.

Resources

Powerpoint slides, reference lists and suggestions for further reading will be posted on the 626 Moodle site following each lecture.

Participants may also be interested in this new student guide to feminist literary theory:

Riley, C and Pearce, L, Feminism and Women’s Writing (Edinburgh: Edinburgh University Press, 2018)

FASS642A/B: PhD Writing Groups
Convenors: Joanne Wood and Valentino Paccosi, Learning Development
4 x 2 hour sessions per cohort
Cohort 1: Michaelmas Term 2021 (Weeks 6-9) - Campus
Cohort 2: Michaelmas Term 2021 (Weeks 6-9) - Online
Cohort 3: Lent Term 2022 (Weeks 16-19) - Campus
Cohort 4: Lent Term 2022 (Weeks 16-19) - Online
Cohorts 5 & 6: Summer Term 2022 (Weeks 26-29) - Campus
Minimum quota: 6, Maximum quota: 6 per group

Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions. For COVID reasons, the groups will meet virtually, using Teams video software. The sessions will all be synchronous and not recorded.

Course Description

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other’s work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on style and accuracy. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: we ask you to attend all four workshops and to contribute both as reader and writer. Participants agree that they generally learn at least as much if not more from the reader role.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your ‘voice’ and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group. There is no preparation required because we share and respond to writing in real time.

Structure:

All sessions are compulsory

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).

Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other’s writing. Each of you will be asked to bring along at least one sample of some writing you are working on.
MAKING RESEARCH COUNT: ENGAGING WITH QUANTITATIVE DATA

Convenor: Stefanie Doebler, Sociology
10 x 3 hour sessions – Weeks 1-10, Michaelmas 21
On campus
Minimum quota: 6
Maximum quota: 15
Assessment: 1 x 5,000 word report - only for MA students who are taking the module for credit.

This module provides foundational quantitative skills training and formative statistical literacy to postgraduate students across the arts, humanities and social sciences.

The module runs over a series of lectures plus one-hour seminar sessions each week from wek 1 to 10 in Michaelmas term, with a dedicated office hour immediately after the formal one-hour teaching session. Please note, the office hour is NOT compulsory. This is meant to be a resource for you, but you are only required to engage with the lectures, to attend the first 1 hour of each teaching session (the seminar) and to engage with the tasks that accompany each lecture on Moodle.

The office hour can be used for one-to-one and small group discussions, or to continue discussions started during the formal sessions and for questions about the module assessment. The course reading and (mainly reading) tasks for each session can be found on the course page on Moodle.

Outline Schedule:

The module takes place from weeks 1 to 10.

Lectures: These are online and will be deposited every Thursday of the preceding week on Moodle.

Seminar Sessions: TBA (likely Fridays)
Dedicated office hour & space for small group discussions: TBA, likely Fridays

Provisionary outline schedule: (Please note that this schedule can still be subject to some changes).

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Readings &amp; Tasks</th>
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Task: Short online survey on Moodle before the session  
(to gage your prior knowledge and expectations) |
<table>
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<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Readings &amp; Tasks</th>
</tr>
</thead>
</table>
| **Week 3:**   | How are we measuring & what difference does it  | 1. Schuman H., Scott, J. (1987) Problems in the use of survey questions to measure public opinion. Sciencemag.org  
| Lecture,      | make?                                           | 2. PEW Research Centre resource on survey methods: https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/  
| Seminar       |                                                 | **Task:** Online quiz on Moodle                                                                                                                                                                                      |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| **Week 5:**   | Can we trust science?                           | Ionnadidis J. (2005) Why most published research findings are false Publication bias in the social sciences. PLOS Medicine.  
| Lecture,      |                                                 | **Task:** Write a brief contribution to the online discussion forum on Moodle                                                                                                                                 |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| **Week 6:**   | Finding data and handling it in SPSS           | Fielding, J., & Gilbert, G. Nigel. (2006). Understanding social statistics (2nd ed.). London: SAGE. chapter 1  
| Lecture,      |                                                 | **Task:** Finding and exploring data sources: Check out & explore the UK Data Service website (check out some data sources of interest): https://ukdataservice.ac.uk/ |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| **Week 7:**   | Getting to know data session                   | **Task:** Complete the first 3 modules of the short ISS SPSS online training tutorial (link on Moodle)                                                                                                           |
| Lecture,      |                                                 |                                                                                                                                                                                                                |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| **Week 8:**   | Workshop session: reflecting on the assessment  | Workshop session: reflecting on the assessment and on projects of interest                                                                                                                                          |
| Lecture,      | & on projects of interest                       |                                                                                                                                                                                                                |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
| Lecture,      |                                                 | **Task:** Explore and recode two variables of your choice in a dataset of your choice using SPSS                                                                                                                |
| Seminar       |                                                 |                                                                                                                                                                                                                |
| Session &     |                                                 |                                                                                                                                                                                                                |
| Office        |                                                 |                                                                                                                                                                                                                |
| Hour: Time &  |                                                 |                                                                                                                                                                                                                |
| place TBA     |                                                 |                                                                                                                                                                                                                |
Readings

Readings should be completed prior to the session for which they are listed in the module schedule above. There is one required book and one optional recommended text; the remainder of the required readings will be posted on Moodle. Additional suggested resources for independent study are listed in the Indicative Bibliography.

Required Books:


Please find the other readings for each session in the above outline schedule.

Optional Reading:

Optional readings are helpful, but not compulsory resources, I therefore do not specify these sources in the course schedule. I recommend the two books below:


[I recommend to read the book before you begin working on your essay, if you are taking the module as an assessed element of your degree, as you will likely find it to be a helpful resource.]


[This is an excellent book which goes into some depths in explaining statistics in an accessible way. It is very useful for those who want to deepen their understanding of the concepts we discuss, or want to undertake some statistical analyses on their own projects. There are several hardcopies in the University library and also an online version here: Discovering statistics using IBM SPSS statistics - Lancaster University (Alma) (lancaster-university.uk) ]

Assessment: Only for MA students who are taking this course for credit:

Unmarked coursework

- You will be expected to actively participate in discussion (with a group of peers) of the two assigned Moodle readings for at least one session. This is not marked, but is an expected part of class participation. In weeks where there is a journal article reading task, you should also prepare a short (~1 page) word document with a short summary of the article (what is the research question, what methods were employed), and some bullet point questions and points
of constructive critique about the article. Be prepared to share the thoughts you noted down with the seminar group. This activity is meant to give you an opportunity to build your critical engagement with journal articles and quantitatively relevant topics while working within a collaborative context.

- You will need to give a short 5 minute presentation on your report (see Outline Schedule for date). While this presentation is not itself marked, the feedback you receive must be incorporated into your final report (see below for further details).

**Marked Assessment**

The assessment requires you to write a 5,000 word report which critically analyses a research paper, policy report or media piece in your area of substantive interest that (substantially) utilises statistics (statistical evidence).

- 100% of your final mark will be based on a report, which involves three components:
  1. Presentation of draft ideas to peers and module convenor, where feedback will be given—see Appendix1
  2. The production of the report itself
  3. A reflection on and appropriate incorporation of feedback (via a short ‘reflections’ sheet - Appendix 2 – which must be completed and submitted along with the finished report) for grading

- Marking will consider: the appropriateness of the piece chosen to analyze; the criteria against which you critique the analysis; the depth of the analysis; and your recommendations for how the piece could be improved, utilised, developed.

- Your grade will be for the final report (the presentation is not graded). The grading criteria are the same across the department and can be found in the MA Student Handbook. The assessment is designed to enable you to demonstrate that you have met the Learning Outcomes for the module.

- In particular that you understand the key criteria for critiquing quantitative data and statistics and are able to transfer the skills and knowledge developed during the module into your substantive area of study.

- The final report is due by 2pm on 20/12/2020. Please upload either a Word or rich text format version of your report to Moodle. **No other formats for your report will be accepted**. You must also provide a full text copy of the article itself. Please do not send a link to the article. Please note that the submission deadline is still provisional at this stage (August 2021). The submission date will be finalized in early October.

- Please include page numbers, and be sure to include your ID number on the essay. Do not exceed the word limit. Marking for this module will be done electronically; there is no need to print and submit a hard copy of your work.

**Indicative Bibliography**

**Articles, Books and Reports**


PEW Research Centre resource on survey design: https://www.pewresearch.org/methods/u-s-survey-research/questionnaire-design/


Wilson, F.P. *Lies, Damn Lies and P Values*  

Online Posts, Blogs, Organisations, etc:

- The Conversation (Statistics)  
- ESRC Quantitative Methods Initiative  
- Eurostat: [https://ec.europa.eu/eurostat](https://ec.europa.eu/eurostat)  
- European Social Survey: [European Social Survey (ESS)](https://europeanvaluesstudy.eu/)  
- European Values Study: [https://europeanvaluesstudy.eu/](https://europeanvaluesstudy.eu/)  
- Lancaster University Library Data Conversations and Data Interviews  
- Radio 4: *More or Less* programme – making sense of the statistics we are surrounded by everyday  
- National Centre for Research Methods (NCRM)  
- Office for National Statistics - The UK’s largest independent producer of official statistics and the recognised national statistical institute of the UK  
- UCLA Methods Training  
- UK Data Service: [https://ukdataservice.ac.uk/](https://ukdataservice.ac.uk/)  
- World Values Survey: Data resource and documentation: [http://www.worldvaluessurvey.org/wvs.jsp](http://www.worldvaluessurvey.org/wvs.jsp)

**Lent Term Modules**

**FASS506L Designing, Undertaking and Surviving Doctoral Research**

Convenor: Basil Germond, Faculty Director (Research Training)  
2 x 2 hour sessions (on campus)  
Week 2, Michaelmas Term 2021 (Campus) – Cohort 1 (M)  
Maximum quota: 50  
OR  
Week 12, Lent Term 2022 (Campus) – Cohort 2 (L)  
Maximum quota: 40

This short module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for *either* Cohort 1 or Cohort 2, not both.

To remain registered, you must attend 50% of the sessions

**Aims and objectives**

This short module is intended for all new research students in FASS, irrespective of the department to which you belong. It offers a general introduction to PhD study in the Faculty of Arts and Social Sciences and will provide an overview of the main stages of doing a PhD.

As part of the module, you will have the opportunity to share and discuss with other PhD students your expectations for the PhD, your concerns and hopes. Together, we will think through the process of doing a PhD, how best to organise your work and how to deal with difficulties that may arise. The emphasis of the module is on sharing experiences and expectations. To achieve this, two PhD students who are about to finish or have just passed their viva will share their experiences with us.

**Outline syllabus**

- Introduction to PhD study in the Faculty of Arts and Social Sciences
• Processes, procedures and practices – an overview of PhD study year-by-year
• What problems might PhD students come across and how could they be solved. ‘Oldies’ share their experiences
• Making the most of your supervision

Introductory readings

Peelo, M. T. (2010), Understanding Supervision and the PhD. London: Continuum.

FASS512d Quantitative Research Methods 2

Convenor: Andrew Wilson, Linguistics
10 x 2 hour sessions, Weeks 11-20, Lent Term 2022
Asynchronous distance learning Minimum quota: 6
Assessment: Three short assignments (2 x 1,500; 1 x 2,000) based on analysing and interpreting data from real studies in the social sciences and humanities. The assignments will assess students’ ability to input and analyse a data set in “R”, choose appropriate methods for the given data set, and interpret the output from “R”, having applied the chosen methods correctly and with relevance to the specific questions of interest.
NOTE: Anybody who has not taken either FASS508 or FASS508d prior to starting this course should read Chapter 2 of Hand’s book (Hand, D. (2008), Statistics: A Very Short Introduction. Oxford, Oxford University Press), together with the section on “Survey sampling” from Chapter 3, before the first session. Also you should be able to access the 508d materials, as unregistered auditors, by arrangement with the RTP Coordinator.

The course materials consist of printed notes, reading assignments, practical work, and active tutor feedback on the study tasks. Study tasks will be set each week, as a part of the weekly materials. Students are expected to post their responses to these tasks in the Moodle forum during the following week, in order to receive tailored feedback on them. Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly tasks.

Outline syllabus

• Review of basic concepts in descriptive statistics. Summary measures of variables: mean, median, standard deviation, interquartile range, skew. Discrete and continuous variables. Data input and obtaining numerical summaries of data in "R".
• The visual display of data. Graphically exploring the distributions of single variables and the relationships between two or more variables. Bar charts, histograms, scatterplots, boxplots. The normal distribution. Using graphical techniques in "R".
• The basic laws of probability. Combining probabilities. Bayes's rule.
• Hypothesis testing. Credible intervals and their relationship to hypothesis tests. Frequentist versus Bayesian perspectives on testing. P-values and confidence intervals. Resampling methods. Calculating credible/confidence intervals in "R".
• Parametric versus non-parametric testing. One- and two-sample tests for means, medians, and contingency tables.
• Testing more than two samples: the Analysis of Variance (ANOVA) and its non-parametric counterparts. Post-hoc tests and corrections for multiple testing. Performing these tests in "R".
• Relationships and causality. Correlation and simple regression. Multiple regression and model selection. Fitting regression models in "R" and analysing the residuals.

Aims and objectives

To provide students with the opportunity to acquire:

• A knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
• The skills to select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and to find the method most appropriate to the data set and specific questions of interest.
• The ability to analyse the strength, direction and general nature of the relationship between two variables, and to say how important this relationship is.
• The ability to use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Learning outcomes

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

• Have a knowledge of probability sufficient for them to understand the design, analysis, and results of a statistical inquiry and to begin to understand social science articles containing statistical content, up to and including multiple regression.
• Select between significance tests and credible/confidence intervals of both a parametric and non-parametric nature and find the method most appropriate to the data set and specific questions of interest.
• Analyse the strength, direction and general nature of the relationship between two variables and say how important this relationship is.
• Use the statistical package "R" to implement the methods they deem most appropriate for the problem at hand.

Background reading list (not required texts)


FASSS16 Thesis Writing (First Year Students only)
Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Weeks 13-17, Lent Term (comprising online learning with tutor feedback and weekly campus seminar)
Blended learning
Maximum quota: 30

Weeks 18 & 20, Lent Term 2022
OR
Weeks 8 & 10, Michaelmas Term 2021

Convenor: Karolina Follis, PPR (Michaelmas Term) & TBA (Lent Term)

FASS522M/L

Day and times of the campus seminars will be available once registration is complete.

FASS522M/L  Ethics Approval: How to Write a Successful Application to the Research Ethics Committee – Cohort 2

Convenor: Karolina Follis, PPR (Michaelmas Term) & TBA (Lent Term)
Weeks 8 & 10, Michaelmas Term 2021 – Cohort 1 - Online
OR
Weeks 18 & 20, Lent Term 2022 – Cohort 2 – On Campus
Maximum quota: 30
This short module is offered in two cohorts, one in Michaelmas Term and the other in Lent Term – you should register for either Cohort 1 or Cohort 2, not both.

Course description
This is a short hands-on course to help you get ethics approval for your research. The module starts with a brief introduction to some of the ethical issues researchers in social sciences and humanities have to deal with in the process of designing and undertaking their research. The main focus of the module will be to understand the ethics approval process at Lancaster University and to help participants write their ethics applications and submit them through the Research Ethics Application Management System (REAMS). This content will be delivered in the form of two one-hour online lectures followed by an online discussion forum. This will be followed by bookable appointments with the instructor for an “ethics surgery” to discuss ethical issues you will need to cover in your applications.

The students will need to complete the following tasks as part of their participation:

- Students must attend 50% of the sessions on campus (requirement)
- post comments/queries in the online forum (optional)
- read the instructions for the ethics approval process at Lancaster University on the Faculty’s ethics page (recommended)
- prepare draft responses to key questions on the application (recommended)
- attend the ethics surgery (recommended)

Please note that this module is designed for students who are in the process of applying for ethics review, who are willing to work on their application while taking the module and who are happy to share their draft applications with others in class.

Educational aims

- To raise awareness of ethical issues in arts and social research
- To help students with the ethics approval process

FASS618 The PhD Viva: Tragedy or Triumph? (Final Year Students only)

Convenor: Corinna Peniston-Bird, History
Week 12, Lent Term 22
1 x 2 hour session
On campus.
Minimum quota: 6, Maximum quota: 20

This module is for students in their final year only.

Aims

This session aims to give students in their final year of PhD studies an opportunity to think about their upcoming viva, to discuss their expectations and concerns and to think about ways of preparing themselves for this event. In the session, we will cover experiences of the viva, from a variety of perspectives: as PhD student, supervisor and examiner. Based on these and on the input and needs of participants, we will discuss the practices of PhD vivas, thinking about conventions, rules and expectations and identifying potential pitfalls. Together, we will identify ways of making this event as pleasurable and successful as possible. We will think about the kind of questions you may be asked in your viva and determine ways in which you can best prepare.

Learning outcomes
The session intends to help students prepare themselves for the viva. At the end of the session, students are expected to have gained a general understanding of what the viva entails, what rules it follows and how they might wish to conduct themselves during this important examination and further prepare for it.

**FASS619  Advanced Thesis Writing (Second Year Students only): Refocusing the Thesis**

Convenor: Lynne Pearce, English Literature and Creative Writing  
Delivery: Weeks 17-20, Lent Term 2022  
Blended Learning  
Minimum quota: 6; maximum quota 25.  
2nd year full-time students, and part-time students at the equivalent stage

**Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.**

This course is a *blended learning version* of the campus module FASS619 which has been part of the Faculty’s RTP provision for many years. It has been designed to reproduce the course content and learning experience of the original module as closely as possible and now combines online learning in the form of course materials and exercises (with tutor feedback) with a weekly campus seminar. Participants will therefore have the opportunity to share their experiences of academic writing with one another and consult directly with the course tutor, Professor Pearce. **Students who are unable to travel to campus are advised to sign up for the distance learning version of the course instead; there, the campus seminars are replaced by a live online seminar once a week.**

This course has been designed specifically for PhD students who are mid-way through their studies: typically, Year 2 (FT) or Year 3-4 (PT); it also presupposes that you have already taken the First Year Thesis Writing course (FASS516/FASS516d). If you haven’t yet taken this course, we strongly recommend that you take a look at it before embarking upon this one. Not only does FASS519d refer back to exercises and case-studies featured on the Year 1 course, but there is also a good deal of material stored on the 516/d site that you may find useful.

The module takes the form of four sessions featuring ‘real life’ case studies, trouble-shooting exercises, advice on how to prepare for your upgrade/conversion panel, and - most importantly - how to re-focus your thesis at the point in your studies when it can start to pull in different directions.

For the four weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will also remain available to participants for the remainder of the academic year should you wish to make use of the course materials.

**Day and times of the campus seminars will be available once registration is complete.**

**FASS620  Advanced Thesis Writing (Final Year Students only): Countdown to Completion**

Convenor: Lynne Pearce, English Literature and Creative Writing  
Weeks 17-20, Lent Term 2022  
Blended learning  
Minimum quota: 6; Maximum Quota 25
Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

This course is a blended learning version of the campus module FASS620 which has been part of the Faculty’s RTP provision for many years. It has been designed to reproduce the course content and learning experience of the original module as closely as possible and now combines online learning in the form of course materials and exercises (with tutor feedback) with a weekly campus seminar. Participants will therefore have the opportunity to share their experiences of academic writing with one another and consult directly with the course tutor, Professor Pearce. Students who are unable to travel to campus are advised to sign up for the distance learning version of the course instead; there, the campus seminars are replaced by a live online seminar once a week.

The module takes the form of four online sessions including: a case-study based on a student nearing the end of their PhD; a trouble-shooting exercise in which participants identify their personal obstacles to completion; re-drafting the thesis; and ‘Countdown to Completion’ - an exercise designed to help you visualise and prepare for what is needed to meet a ‘hard’ deadline.

For the four weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will also remain available to participants for the remainder of the academic year should participants wish to make use of the course materials.

Day and times of the campus seminars will be available once registration is complete.

FASS627 Spatial Theory
Convenor: Jo Carruthers, English Literature and Creative Writing
2 x 2 hour sessions, ; Weeks 15 and 16, Lent Term 2022
On campus
Minimum quota: 6, Maximum quota: 25

Module description

This session will run for two days over two weeks and provide an overview of spatial theory as well as opportunity for discussion of theories and theorists that have been most influential in the arts and humanities. Theories covered will include the consideration of social networks, phenomenology, non-representational theory and new materialism, and we will look at the work of theorists such as Georg Simmel, Tim Ingold, Doreen Massey, Gaston Bachelard and Jane Bennett. The first session will focus on ‘Social Networks’ and the second on ‘Experiencing Place’. The seminar will have a practical emphasis and time will be spent thinking about a specific site in order to think through the value of different theoretical approaches to place and space.

Aims and objectives

This module aims to provide students with:

- an understanding of how spatial theory is relevant to their principal discipline and how it is engaged with across the arts and humanities
- an overview of ideas of space and place in the arts and humanities over the past two decades
**Indicative syllabus**

Students are given five key essays to read before the workshop.

**Day 1: Social Networks**

1) Georg Simmel, ‘Metropolis and Mental Life’
2) Doreen Massey, *A Global Sense of Space* (extract)
3) Tim Ingold, ‘Up, Across and Along’

**Day 2: Experiencing Place**

3) Gaston Bachelard, *The Poetics of Space*
4) John Wylie, ‘An Essay on Ascending Glastonbury Tor’
5) Jane Bennett, *Vibrant Matter* (extract)

Time spent reflecting on sensory experience of place on individual walks [tailored for individual mobilities] around campus and/or at and from home.

**Attendance:**

To remain registered students must attend 50% of the sessions.

**Intended learning outcomes**

On successful completion of this module students will:

- be familiar with a range of approaches to place, space and landscape, and the relevance of these to their own work;
- have developed, through site-specific work, their understanding of everyday implementation of theories about space and place;
- have developed, through discussion and reflective practice, their understanding of abstract ideas of space and place;
- have applied and explored specific theories in relation to their own research and approaches to place and space;
- be able to express an understanding of how spatial theory is relevant to their principal discipline and how it is engaged with across the arts and humanities;
- be able to trace the development of ideas of space and place in the arts and humanities over the past two decades.

**Indicative reading list** (a fuller reading list is available on Moodle)

Simmel, George. ‘Metropolis and Mental Life’ (1903).
FASS628 Interdisciplinarity

Convenor: Jo Carruthers, English Literature and Creative Writing
3 hour session, Week 15 Lent Term 2022
On campus
Minimum quota: 6, Maximum quota: 25

Module description

This morning session will offer an overview of key issues involved in working across, between or within multiple disciplines. This seminar will be relevant if your work spans multiple disciplines or if you merely touch upon other disciplines in your reading. We will discuss some writings on interdisciplinarity and try to answer questions such as: what makes good interdisciplinary work? How does working across disciplines affect who reads my work and my future academic career? What are the benefits of interdisciplinary work? What are the difficulties and risks of interdisciplinary work?

Aims and objectives

- Introducing key debates about inter, multi- and cross-disciplinarity.
- Discussion of a selection of theoretical extracts to develop students’ knowledge of and critical engagement with interdisciplinarity.
- An opportunity for students to explore the implications of working across disciplines.

Attendance

To remain registered, there is 1 session to attend.

Reading list

Course participants will be able to access an indicative reading list on the Moodle page.

FASS629 Textual Practice

Convenor: Jo Carruthers, English Literature and Creative Writing
2-hour session, Week TBC Lent Term 2022
On campus
Minimum quota: 6, Maximum quota: 25

Module description

This session will offer an overview of approaches important for thinking about the reading of written texts. Drawing on literary formalism and critical theory, the day will be aimed at non-literature students who work with written texts. Time will be spent on both theoretical approaches (such as formalism, structuralism and poststructuralism), critical issues (such as the relationship between author, text and reader; intertextuality; figures and tropes; metaphor; and voice) and practical exercises. Time will be spent on close attention to written texts and the practices of reading different kinds of texts (pamphlets, scientific writing, letters, etc.)

Aims and objectives
• Introducing a range of key formalist, structuralist and poststructuralist approaches to the interpretation of written texts.
• Discussion of a selection of theoretical extracts to develop students’ knowledge of and critical engagement with specific approaches to textual analysis.
• Through practical exercises to develop awareness of the issues involved in interpreting and analysing written texts.
• To develop students close reading and analytical skills.

Attendance

To remain registered, there is 1 session to attend.

Reading list

Course participants will be provided with a set of extracts in advance of the seminar and at the seminar students will receive an indicative reading list.

FASS634 Introduction to Engaging with Decision Makers in Government and Parliament

Convenor: Jacob Ainscough, Lancaster Environment Centre
2 x 3 hour in person sessions, Weeks 17-19 Lent 22
On campus
Minimum quota: 6, Maximum quota: 30

Are you working on research that could help government or politicians deal with the issues that they are facing? Could insights from your work improve that way that policy or law is made – perhaps in health, education, social care, business management or environment? Lots of research provides useful evidence and insights that could improve the quality of public policy – but there’s no guarantee that it will be understood or used by those who need to know. This course will introduce you to the art of engaging with government and politicians, so that they can make the most of your research, and you can make sure it has the impact it deserves.

This workshop will demystify the policy process, helping you to understand how policymakers and politicians use research, and to develop simple strategies for increasing impact. You will learn:

• How policy is shaped in the UK and the key actors involved
• Why you should engage (and when you shouldn’t)
• What parts of your research will be useful (and which won’t)
• How you can engage: From formal consultation processes and secondments, to chats and blogs.

There will be a particular focus on quick, easy things that can be done without adding to your workload but hopefully adding a lot of satisfaction and CV points.

This is an interactive workshop, in person over two half-days, with a little bit of homework in between. Throughout, you will be working and discussing with others. You will also work on your own Impact Plan, so that you will leave with a clear idea of how you can engage.

The module is taught by Dr Jacob Ainscough, Senior Research Associate at Lancaster Environment Centre. He has extensive experience working with UK Parliamentarians and civil servants at a public policy think-tank. He has also spent time working in policy advocacy for an environmental NGO and engaging with regional
policy makers in Scotland as an academic. His research focuses on environmental governance, public deliberation, and ecological economics.

FASS642C/D: PhD Writing Groups (Second and Third Year Students only) – Cohorts 3/4

Convenors: Joanne Wood and Valentino Paccosi, Learning Development
4 x 2 hour sessions per cohort
Cohort 1: Michaelmas Term 2021 (Weeks 6-9) - Campus
Cohort 2: Michaelmas Term 2021 (Weeks 6-9) - Online
Cohort 3: Lent Term 2022 (Weeks 16-19) - Campus
Cohort 4: Lent Term 2022 (Weeks 16-19) - Online
Cohorts 5 & 6: Summer Term 2022 (Weeks 26-29) - Campus
Minimum quota: 6, Maximum quota: 6 per group

Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions. For COVID reasons, the groups will meet virtually, using Teams video software. The sessions will all be synchronous and not recorded.

Course Description

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other's work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on style and accuracy. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: we ask you to attend all four workshops and to contribute both as reader and writer. Participants agree that they generally learn at least as much if not more from the reader role.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your ‘voice’ and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group. There is no preparation required because we share and respond to writing in real time.

Structure:

All sessions are compulsory

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).
Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other’s writing. Each of you will be asked to bring along at least one sample of some writing you are working on.

FASS646    Critical Theory for Postgraduate Research

Convenor: Arthur Bradley, English Literature & Creative Writing
10 x 2 hour sessions, Weeks 11-20 – Lent 22
On campus
Minimum quota: 6, Maximum quota: 30
To remain registered, you must attend 50% of the sessions.

This module provides postgraduates working in the Arts, Humanities and Social Sciences with a basic introduction to modern critical theory by way of exploring its implications for postgraduate research.

Educational Aims:

This module is designed to enhance the knowledge and intellectual abilities of postgraduates by encouraging them to apply critical-theoretical ideas to their own research. First, it introduces students to the history of post-1945 critical theory as well as important thinkers, debates and movements within this field. Second, it will particularly focus on how critical theory has impacted on the arts and social sciences including literary studies, history, politics, religious studies and other disciplines. Finally, it encourages students to think about how specific theoretical ideas, tools and methodologies may be applied to their own research projects.

Learning Outcomes:

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

• Demonstrate enhanced knowledge of and intellectual abilities in respect of postgraduate research;
• Evidence critical appreciation of relevant theoretical research methodologies;
• Demonstrate enhanced cognitive skills through their ability to analyse, synthesise, evaluate and think creatively;
• Evidence creative thinking through a more-developed inquiring approach, critical-theoretical insight and greater intellectual risk-taking.

Syllabus/content:

Sessions will comprise: introductory lecture/presentation by tutor on a relevant theory, followed by group discussion.

1. Introduction: Post-1945 European Philosophy
2. Psychoanalysis: Žižek
3. Event: Badiou
4. Equality: Rancière
5. Reading Week
6. Biopolitics: Agamben
7. Precarity: Butler
8. Technics: Stiegler
9. Plasticity: Malabou
10. Conclusion

Introductory Reading:

Bennett, A and Royle, N, *Introduction to Literature, Criticism and Theory* (Routledge, 2016) (5th edition)

**FASS649 Postcolonial Studies Across the Arts and Social Sciences**

Convenor: Cornelia Gräbner, Languages and Cultures
10 x 1 hour: Weeks 11-20 – Lent Term 22
On campus
Maximum quota: 20
To remain registered, you must attend 50% of the sessions.

**Educational Aims**

The aims of the module are:

• to introduce participants to key thinkers, texts and concepts in the field of postcolonial studies and in theories of decolonization
• to discuss a series of examples of disciplinary and cross-disciplinary applications of postcolonial studies and decolonial thought across the arts and social sciences
• to explore the potential of postcolonial studies as a means of rethinking the relationships between disciplines in the arts and social sciences
• to critically engage with the relationship between theory and practice

**Learning Outcomes**

The aim is that by the end of this module students will be able to:

• demonstrate detailed knowledge and understanding of the field of postcolonial studies and decolonial thought, and to situate this in relation to different disciplines in the arts and social sciences
• use postcolonial concepts as a means of identifying patterns and connections between different disciplinary approaches in the arts and social sciences
• draw on decolonial thought for the purpose of critique, critical self-awareness and practical engagement
• identify current and future trends in postcolonial studies within and beyond different disciplinary contexts

**Indicative Syllabus**

Disciplinary and Cross-disciplinary applications of Postcolonial Studies and of Decolonial Thought
From Decolonial Struggles to Postcolonial Theory?
The Emergence of 'a' Field: From Edward Said to Achille Mbembe and Boaventura de Sousa Santos
Hidden Transcripts of Resistance and Genocide – Tracing Postcolonial Resistance and Decolonial Struggle with Silvia Federici and James C. Scott
Practices of Decolonization – Paulo Freire and bell hooks
Necropolitics – The Legacy of Colonialism in the 21st Century

Introductory Reading
Fanon, Frantz, Black Skin, White Masks (New York: Grove, 1967)
Fanon, Frantz, The Wretched of the Earth. (Penguin, 1990)
Freire, Paulo, Freire, Ana Maria Araújo, and Oliveira, Walter Ferreira De. Pedagogy of Solidarity. Qualitative Inquiry & Social Justice. (Walnut Creek: Left Coast Press, 2014)
Said, E, Orientalism (New York: Pantheon, 1978)
Santos, Boaventura de Sousa. Epistemologies of the South : Justice against Epistemicide (Routledge, 2016)
Scott, James C. Domination and the Arts of Resistance Hidden Transcripts. (Yale University Press, 2008)

FASS652 Decolonising Higher Education
Convenor: Dr Richard Budd, Educational Research
Other staff involved: Dr Sunita Abraham and up to 4 Graduate Teaching Assistants (GTAs)
5 x 2 hour sessions, Week 16 - 20, Lent Term 2022
On campus

Education Aims
This module is aimed at doctoral students who wish to learn more about decolonising and how this relates to both higher education more broadly as well as their own discipline and research. To this end, the sessions aim to provide an overview of decolonising and how it applies to different elements of higher education activities including research, teaching, and sectoral/organisational structures and processes. Students will be expected to reflect on how the principles of decolonising might be meaningfully applied in their own discipline, doctoral project, and/or academic practice.

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

- Demonstrate detailed knowledge and understanding of decolonising and situate this in relation to different disciplines, not only in the arts and social sciences.
- Use decolonising principles to understand inequalities in higher education and how they can be alleviated – locally and inter-/nationally, in terms of research, teaching, and other practices.
• Use decolonising principles to interrogate their own disciplines and practice and potentially incorporate it into their own research projects, teaching, and supervision.

Attendance requirements

To remain registered, you have to attend 50% of the sessions. The final session includes brief presentations from participants on how decolonising speaks to their own understanding of higher education and their own work.

Syllabus/content

• On Decolonising: History, principles, and practices
• Decolonising pedagogy: teaching, learning, and supervision
• Decolonising research: methodologies, literatures, and ethical considerations
• Decolonising processes: trends in inequality and the role of organizational cultures including, recruitment and admissions, pay and promotions, reporting mechanisms
• Decolonising your own doctorate: in principle and/or practice

Introductory Reading

Naden Doharty, Manuel Madriaga & Remi Joseph-Salisbury (2020): The university went to ‘decolonise’ and all they brought back was lousy diversity double-speak! Critical race counter-stories from faculty of colour in ‘decolonial’ times, *Educational Philosophy and Theory*, DOI: 10.1080/00131857.2020.1769601
Summer Term Modules

FASS507/FASS507d  Introduction to the Philosophy of the Social Sciences

Convenor: Ted Schatzki, Sociology
Other staff involved: tbc
9 x 2.5 hour sessions, Weeks 25-30, Summer Term 2022 (on campus)
Minimum quota: 6, Maximum quota: 40
Distance Learning Maximum quota: 30
Assessment: 1 x 5,000 word paper on the philosophy of the social sciences, related to student’s own research discipline and topic.

PGR students: To remain registered, you must attend at least 50% of the sessions.

Please note: The campus and the distance versions of this module will be offered, at the same time, in dual mode, i.e. both on campus and via synchronous video-conferencing.

Aims

The course is an introduction to philosophy in and of social science. It aims to illuminate key philosophical dimensions of the study of social life. Among the questions it will address are:

- Do the phenomena that social science studies have a basic structure?
- Why is this enterprise usually called social science?
- What does it seek to achieve?
- What key conceptual issues and ways of thinking shape its work?
- What are its roles in society?

To explore these questions the course will address various topics. These include

- The constitution of social phenomena
- The cognitive and practical aims of social investigation
- The determinants of human activity
- Explanations of social changes
- Whether social science is like natural science
- The theoretical dimension of social inquiry
- Relations among social science, social critique, and social practice

Objectives

By the conclusion of the course students should

- Understand key issues about the philosophical dimensions of social investigation,
- Have acquired familiarity with different accounts of these dimensions and an appreciation of the multiplicity of such accounts,
- Have come to appreciate the distinctness of social investigation, over against both the humanities and the natural sciences,
- Better understand the roles of social investigation in, and the contributions it can make, to improving society
- Be able to better understand and conceptualize their own social research in terms of these issues, accounts, and ideas.
Understand some of the implications of philosophical ideas for methods.

Outline Syllabus

- Social ontology: Individualism
- Social ontology: Nonindividualism
- The cognitive ends of social investigation
- Rational and nonrational action
- Meaning, skills, biology
- Explanations of social change
- Theory and social inquiry
- Social science and critique of society
- Social science and social practice/praxis

FASS513 Approaches to Qualitative Analysis: A Workshop for Second and Third Year PGRs

Awaiting module description to be confirmed.

Convenor: Thaddeus Muller, Sociology
Other staff involved: Steve Wright, Faculty of Health and Medicine
Summer 22, Week 26 (On campus)
Minimum quota: 6, Maximum quota: 20
To remain registered, you must attend 50% of the sessions.

Course Aims and Objectives

This module addresses issues associated with the analysis of qualitative research materials. It is designed specifically for research students who:

- are in the mid to later stages of their projects,
- have some understanding of the principles of qualitative research (eg those who have already taken FASS510: Qualitative Research Methods)
- have already collected some data of their own.

The aim is to combine a) examination of the theoretical underpinnings of qualitative research; b) exposure to a range of approaches to qualitative analysis; and c) advice on practical management of research materials (e.g. iterative refinement of research design and analysis, how to go about analysing observational and interview materials, how to integrate heterogeneous forms of data).

- This module relies on students:
  - being able to bring their own examples and work on them in class, and
  - being able to attend most or all of the classes.

Please contact the convenor if you know that you will be missing one or more of the classes.

Outline Syllabus
The syllabus will be organised around the following 'core' issues:

What is involved in constructing an analysis? Epistemological/ontological issues in qualitative analysis, including questions of validity, evidence, and generalisability.

Approaches to working with qualitative data, including ethnographic materials, interview transcripts, recorded conversation/interaction, web data, textual, visual and historical materials.

Political, ethical, and reflexive issues in qualitative data analysis and presentation.

Required Readings (indicative list)


**FASS519 Presenting Conference Papers**

Convenor: Lynne Pearce, English Literature and Creative Writing

2 x 3 hour sessions, Weeks 22-23, Summer Term 2022

On campus

Minimum quota 6; maximum quota 25

Available to all PhD students

Students shall be deemed to have withdrawn from the module if they fail to attend at least one of the two campus workshops.

This course will be of particular interest to those who are about to present a conference paper for the first time.

The two half-day workshops will take you through the full cycle of writing conference papers, their presentation and possible publication. Both sessions include active participation in small groups. For the first session, it would be useful if students could bring along examples of specific conferences they are planning to attend and ‘Calls for Papers’ since one of the (‘homework’) exercises will be to write a conference paper.
abstract. (If you do not have any conference appearances yet planned, please identify an upcoming conference in your field and imagine that you are presenting at it).

In the second session, those students who wish to do so will have the opportunity to present a short (15-20 minute) paper in order that the group as a whole may reflect upon the different presentation options available. Although this may sound daunting, the discussion is invariably constructive for both the presenter and the other members of the group.

If you are not able to attend these campus sessions please note that there is a five-week distance learning version of the module (519d) also running in the Summer Term. This is in some respects a more comprehensive introduction to presenting conference papers than the campus workshops with many interactive exercises with tutor feedback. You will also be given the option of presenting a conference paper at the final online seminar.

Day and times of the campus seminars will be available once the registration process is complete.

FASS519d  Presenting Conference Papers (distance learning)

Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Weeks 26-30 Summer Term
Online distance learning
Available to all PhD students

Minimum quota 6; maximum quota 30 (taught as two seminar groups of 15).

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

FASS519d offers a distance learning version of Professor Lynne Pearce’s campus-based course, FASS519, and has been designed to replicate the experience of face-to-face tuition as much as possible. It will be of particular interest to those who are about to present a conference paper for the first time. The sessions will take you through the full cycle of checking out conferences, writing abstracts, writing papers, presenting, and possible publication via a series of online discussions and exercises. A particular feature of the course is that it includes video recordings of two student presentations which participants are invited to reflect upon in connection with the development of their own presentation style. There will also be the option of presenting a short paper online in the final session for those keen to practice their skills.

Since academic year 2020/1, the module has been enhanced by live (synchronous) Microsoft Teams seminars once a week. Participants will therefore have the opportunity to share their experiences with one another and consult directly with the course tutor. Although these sessions are optional rather than compulsory they have worked extremely well as a space for students to socialise and support one another.

For the five weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will remain available for the remainder of the academic year should participants wish to make use of the course materials.

Details of the day/time of the online seminars will be made available once registration is complete and participants will be sent via individual invitations on Teams. Please note that these sessions are not centrally timetabled because they are optional - not compulsory.
FASS521  Writing for Publication  (Second/Third/Final Year Students only)
Convenor: Lynne Pearce, English Literature and Creative Writing
Delivery: Weeks 22-25, Summer Term 2022
Blended learning
Minimum quota: 6, Maximum quota: 25
For 2nd, 3rd or final year full-time students and for part-time students in their third or subsequent years ONLY

Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

This course is a blended learning version of the campus module FASS521 which has been part of the Faculty’s RTP provision for over 20 years. It has been designed to reproduce the course content and learning experience of the original module as closely as possible and now combines online learning in the form of course materials and exercises (with tutor feedback) with a weekly campus seminar. Participants will therefore have the opportunity to share their experiences with one another and consult directly with the course tutor, Professor Pearce. Students who are unable to travel to campus are advised to sign up for the distance learning version of the course instead; there, the campus seminars are replaced by a live online seminar once a week.

The course comprises four sessions which include online exercises with tutor feedback. A new session will be made available each Monday and participants will have until Thursday/Friday to complete the exercises. Professor Pearce will then provide feedback the following week. Registered participants will also have access to the site for the remainder of the academic year if they wish to make further use of the resources.

Please note that although this module is available to second-year students it is ideally suited for those coming towards the end of their studies - or, indeed, for any post-docs who are still on campus.

Participation in the weekly campus seminars is strongly encouraged but not compulsory; we appreciate that students will not necessarily be able to make every session and it is important to note that the substantive learning now takes place online. However, meeting other students and sharing experiences can be invaluable and this course always raises a great many questions about the world of academic publishing that Professor Pearce will hopefully be able to answer.

Weeks 1 and 2 focus on how to get your work published in academic journals, Weeks 3 and 4 on book publishing (including advice on how to turn your PhD into a book). A large number of resources will be made available through the Moodle site (e.g., examples of journal abstracts and successful book proposals) which participants will have access to until the end of the academic year.

Day and times of the campus seminars will be available once registration is complete.

FASS521d  Writing for Publication (Second/Third/Final Year Students only) (distance learning)
Convenor: Lynne Pearce, English Literature and Creative Writing
Weeks 27-30, Summer Term 2022
Online distance learning
Minimum quota 6; maximum quota 30 (taught in seminar groups of 15)
For 2nd, 3rd or final year full-time students and for part-time students in their third or subsequent years ONLY
Students will not be deemed to have attended this module unless they have posted responses to at least 50% of the weekly exercises.

The FASS521d site provides a distance learning version of Professor Lynne Pearce’s two-day intensive course, FASS521, which has been part of the FASS RTP programme for over 20 years and efforts have been made to replicate the experience of the campus workshops as closely as possible.

The course offers advice and information on the world of academic publishing, and will be of particular interest to those who wish to continue in academia after graduating. The first two sessions focus on how to get your work published in academic journals, the latter two on the world of academic book publishing (including advice on how to turn your PhD into a book). A large number of resources will be made available through the site (e.g., examples of journal abstracts and successful book proposals) which participants will have access to until the end of the academic year.

Please note that although this module is available to second-year students it is ideally suited for those coming towards the end of their studies - or, indeed, for any post-docs who are still on campus.

Since academic year 2020/1, the module has been enhanced by live (synchronous) Microsoft Teams seminars once a week. Participants will therefore have the opportunity to share their experiences with one another and consult directly with the course tutor, Professor Pearce. Although these sessions are optional rather than compulsory they have worked extremely well as a space for students to socialise and support one another.

For the four weeks the course is running, new sessions will be made available every Monday and participants will have until Thursday/Friday to post up their answers to the exercises. Professor Pearce will then provide feedback the following week. The site will also remain available to participants for the remainder of the academic year should they wish to make use of the course materials.

Details of the day/time of the online seminars will be made available once registration is complete and participants will be sent individual invitations via Teams. Please note that these sessions are not centrally timetabled because they are optional - not compulsory.

FASS604 The Analysis of Culture

Convenor: Cornelia Graebner, DELC
2 x 2 hour sessions, Weeks 22 and 24 – Summer Term.
On campus.
Minimum quota: 6, Maximum quota: 25

To remain registered you must attend 50% of the sessions.

Aims and objectives

This module aims to give an interdisciplinary introduction to the concept and study of ‘culture’ for students who have little or no previous knowledge of the concept and the methodology. The first day introduces the concept of culture; the second day introduces approaches to the study of culture.

The selected approaches facilitate the critical analysis of cultural activities in the widest sense. This introductory course is relevant for postgraduate study in various disciplines, such as Area Studies, Cultural Studies, Media Studies, Theatre and Performance Studies, Art History, Geography, History, and Politics.
Compulsory reading will be posted before the course on the course Moodle site. Students are expected to have read and prepared these texts before the class.

Outline syllabus

Each session starts with an overview lecture on the respective topic. For the second half of the session students will be asked to prepare texts (available from the module’s Moodle site) for both days.

Session 1: What is ‘culture’?

This session will focus on influential approaches to ‘culture’. Students will be introduced to key interpretations of ‘culture’ in the lecture, and to the methodology used to set out a particular aspect of culture or a subculture for further analysis. The second part of the session consists of a discussion of the assigned reading.

Session 2: Analysing ‘Culture’

This session will focus on influential interpretations of ‘culture’: Students will be introduced to key approaches and methodologies for the analysis of ‘culture’ or ‘cultures’. In the second part of the session students will be asked to draw on the assigned texts to carry out a tentative analysis of a cultural topic related to their research.

Bibliography

Santos, Boaventura de Sousa, Epistemologies of the South. London: Routledge, 2014
Williams, Raymond, Keywords: A Vocabulary of Culture and Society. Oxford and New York: Oxford University Press, 1983 (2nd edition)
FASS637  Qualitative Research Interviews – Methods and Practice

Convenor: Hazel Morbey, Division of Health Research, Faculty of Health and Medicine
Schedule: Summer Term 2022, Week 26 3hr in-person session (recorded for distance learners), Week 27 1hr online live session (for distance and campus learners)
Delivery: Dual Campus and online
Minimum quota: 6, Maximum quota: 40

PLEASE NOTE - This module repeats FASS510: Qualitative Research Interviews – Methods and Practice. Students who have attended the FASS510 two sessions should not also take FASS637.

This module offers an opportunity to reflect in depth on the practice of conducting qualitative research interviews. Dual delivery combines an in-person presentation and workshop on campus (recorded for distance learners) and an online live session (for all).

Week 26 - in-person presentation and workshop (3hrs):

A presentation provides:
- A short theoretical overview of approaches to qualitative interviews.
- An ethics and ethical practice backdrop for qualitative interviewing.
- In-depth discussion of: interview structure, question style and preparation, recruitment approaches, equipment and managing the interview, and post-interview considerations.

An exercise (delivered both in-person and online for distance learners), provides the opportunity to review and compare a number of different interview schedules to examine their design and use.

To remain registered, you have to attend this session on campus, or for distance learners to remain registered, you will need to access the recording of the presentation and the exercise materials online.

Week 27 – online discussion (1hr)

An online live session will provide the opportunity to discuss the more practical aspects of qualitative interview method, and there will be the chance to also think about, for example, recruiting underserved populations and vulnerable people, asking sensitive questions and considering the needs of interview participants. This session is open to both distance learners and those who have attended the in-person session above.

Reading list
The books listed below are just a few of the many books and journal papers available on interviews. I would also suggest you read some interview-based publications in your area of research and related disciplines. The long interview extracts and analysis in Bourdieu (1999) are unusual and very valuable for those trying to get a grasp of how interviews work in a social science context. It is interesting to hear Louis Theroux’s take on ‘unstructured interviews’. He reflects on striking the balance between getting involved with and close to his topics, and making sure he keeps enough distance to guarantee neutrality and independence.


Theroux, (2012) Interview with Louis Theroux (Youtube 1½ hrs ) (accessed 20.08.18)

**FASS641**  
**Career Planning for FASS PGR students**
Convenor: Elaine Davies, Student Education and Academic Services
Other staff involved: Kat Price-Edwards, Sue Edwards and Jo Hobbs (Student Education and Academic Services)
Weeks 25 to 28 Summer Term 2022
Dual Campus and online
Minimum quota: 6, Maximum quota: 20

**Educational Aims:**

This series of professional development workshops aims to develop core skills and knowledge needed to increase the employability of FASS PGR students as outlined in Section B3 of the Vitae RDF.

**Learning Outcomes:**

On completion of the workshops, students will have explored many aspects of Section B3 of the Vitae RDF and will:

- Be aware of the wide range of career options available both inside and outside academia
- Have developed an understanding of how to search for opportunities and complete effective applications and interviews.
- Understand the value of network building for career enhancement and have clear ideas of how they might develop their own networks

All of these workshops count towards the Lancaster Award.
There will be one workshop per week starting in week 23 of Summer Term and ending in week 28

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**Attendance monitoring** by being present at a live event or having watched the recording – 50% attendance required.

Students can also access further support from the Careers Service including one to one careers guidance interviews.

**Syllabus/content:**

1. **Career Options in Higher Education**
   Are you currently undertaking your postgraduate research and considering a career in academia? Are you wondering what other career options there are for postgraduate researchers in a university? This webinar gives you a clear insight into the wide range of career opportunities available.

2. **Career Options Outside Academia**
   Are you part way through your studies and starting to wonder about what careers there are in the public or private sector? Are you considering using your expertise as a consultant and being your own boss? If so, this engaging webinar will give you valuable insights into the variety of careers outside university, some of which you may not have considered, or even have heard about!

3. **How to Write an Effective Academic CV**
   Are starting to write your first academic CV, or, have you already written one, but are finding that, when you apply, you are not getting interviews? Then this is the workshop for you. This workshop explores the unique focus and structure of the academic CV and gives you the opportunity, using job descriptions from real academic jobs, to learn more about the structure, content and evidence base required.

4. **Academic Interviews**
   Are you starting to apply for academic jobs in universities and research centres and would you like help preparing for forthcoming academic interviews? This workshop examines how best to prepare for these interviews and how to answer typical academic interview questions.

5. **Making the Most of LinkedIn**
   LinkedIn offers you an opportunity to promote your profile online and connect with others to engage in discussion about your subject area or other interests. The site offers a platform to showcase your specialist knowledge and position yourself as an enthusiast or an expert. If you are seeking employment you can use this networking platform to research employment options, reach out for advice or help to those in your chosen field or to catch the attention of recruiters.

6. **Employer Interviews and Assessment Centres for FASS PhD Students applying for Non-Academic Jobs**
   This workshop is for postgraduate research students preparing for interviews and assessment centres with non-academic employers. For interviews, it includes types of interview, questions to expect and how to prepare to have the greatest impact. For the assessment centres, it includes what to expect at a typical assessment centre and how to prepare effectively.
**Introductory Reading:**
Vitae.ac.uk (2019) Career Destinations by Discipline Infographics
Vitae.ac.uk (2019) Researcher career stories
Vitae.ac.uk (2016) What do researchers do? Early career progression of doctoral graduates
Careers Support for PhD Students at Lancaster University

**FASS642E/F: PhD Writing Groups (Second and Third Year Students only) – Cohorts 5/6**

Convenors: Joanne Wood and Valentino Paccosi, Learning Development
4 x 2 hour sessions per cohort
Cohort 1: Michaelmas Term 2021 (Weeks 6-9) - Campus
Cohort 2: Michaelmas Term 2021 (Weeks 6-9) - Online
Cohort 3: Lent Term 2022 (Weeks 16-19) - Campus
Cohort 4: Lent Term 2022 (Weeks 16-19) - Online
Cohorts 5 & 6: Summer Term 2022 (Weeks 26-29) - Campus
Minimum quota: 6, Maximum quota: 6 per group

*Please can you register your interest by signing up and we will assign you to a group. When you are offered a group, it is essential that you can commit to attending all four sessions. For COVID reasons, the groups will meet virtually, using Teams video software. The sessions will all be synchronous and not recorded.*

**Course Description**

The Writing Groups provide a space for you to discuss short pieces of your PhD writing with peers and a facilitator. Acting as readers for each other’s work, we will offer our impressions of the writing and consider suggestions for improvements, focusing on **style and accuracy**. Participants take part in four 2-hour meetings, typically once a week, with the same group of people. Though relaxed and supportive in atmosphere, the meetings are structured and require your full commitment: **we ask you to attend all four workshops and to contribute both as reader and writer.** Participants agree that they generally learn at least as much if not more from the reader role.

Together we create a supportive environment and our hope is that you will become better and more confident writers. You will gain:

- increased awareness of what makes writing more effective
- confidence in your ‘voice’ and ability to make good structural and stylistic decisions
- confidence in sharing constructive criticism with your peers (we hope you will continue beyond the course)

*Writing Group meetings are particularly helpful to PhD students who are in their second year or third year, but are open to all: you will need to have some writing to contribute to the group. There is no preparation required because we share and respond to writing in real time.*

**Structure:**
All sessions are compulsory

Session 1:

We set the scene in the first week by looking at some writing samples - identifying the features of the writing and establishing some ways of analysing and talking about writing. We ask you to share your experiences of writing (good and bad!).

Sessions 2, 3 and 4:

In the following weeks we ask you to read and discuss each other’s writing. Each of you will be asked to bring along at least one sample of some writing you are working on.

FASS647 Risky Research: Ethics, Reflexivity, and Risk
Convenor: Simon Mabon
2 x 3 hour online sessions Week 25, Summer Term 2022
On campus
Minimum quota: 6, Maximum quota: 20
Prerequisites: FASS522: Ethics Approval: How to Write a Successful Application to the Research Ethics Committee
or
FASS625: Ethics in Arts & Social Science Research - a self-learning resource

To remain registered, you must attend 50% of the sessions

Awaiting module description to be confirmed.

This module is open to all PhD students. It is likely to be of most relevance to those planning fieldwork or data collection. This is likely to be those at the end of their first year and going into the second year of their PhDs. It may also be relevant to PGT students who are planning to gather sensitive data.

Educational Aims
Postgraduate research can involve fieldwork and data collection processes that present elevated risks to the researcher and their participants. This can include carrying out research in hostile environments such as fragile states or humanitarian settings, and desk-based research that poses specific types of risk, for example, research on terrorist organisations. This course will equip students with the skills to enable them to identify and mitigate these risks and address the ethical issues raised by risky research.

Learning Outcomes
By the end of this module students will be able to:

- Assess the ethical issues implicated in risky research and produce ethics applications able to address them;
- Identify the kinds of risks researchers might encounter in the field or through collection of sensitive data and develop appropriate risk assessment and management plans;
- Explain the concept of reflexivity and how it relates to their research;
- Design and implement data management practices that reduce risks to the researcher and participants, ensuring ethical commitments are met.

Syllabus
The one day course will cover four areas:

9.30-12.30
1. **Ethics**: identifying and developing strategies to address ethical issues in the context of risky research
2. **Risk assessment and mitigation**: assessing the risks associated with research projects, and determining and employing effective mitigation processes

1.30-4.30
3. **Reflexivity**: exploring the concept and application of reflexivity in risky research
4. **Data management**: developing appropriate data management strategies

**Introductory Reading**


**FASS651  Course Design and Quality Assurance in Higher Education**

Convenor: Basil Germond, Faculty Director (Research Training)

2 x 2 hour sessions Weeks 22-25 – Summer 22

Blended

Minimum quota: 6, Maximum quota: 40

To remain registered, you must attend 50% of the campus sessions.

**Educational Aims**

- To introduce students to the importance of, and processes related to, curriculum design and course approval
- To develop an awareness of the links between educational aims, module content, learning outcomes and assessment strategy.
- To introduce students to academic quality assurance norms and processes in higher education, including the role of the QAA.
- To present the role academic members of staff play in quality assurance and enhancement

**Learning Outcomes**

By the end of this module students should be able to:

- Have a general understanding of the importance of, and processes related to, curriculum design and course approval
- Have developed an awareness of the links between educational aims, module content, learning outcomes and assessment strategy
- Have a general knowledge of academic quality assurance norms and processes in higher education
• Understand and be able to critically discuss the role of academic members of staff in the field of quality assurance and enhancement

Syllabus

An important part of any academic job is to participate in course design and administration. This short module contributes to developing skills in terms of curriculum design and course approval as well as an understanding of the importance and tenets of quality assurance within the higher education system (focusing on the UK context). This short module will be divided into two sections. The first one will introduce students to curriculum design and course approval. In particular, the crucial links between a module’s educational aims, content, learning outcomes and the methods and types of assessments will be discussed. The importance of formative feedback will also be discussed, as well as the relationship between individual modules and schemes of studies. Such discussions will be illustrated with examples.

The second sections will introduce students to academic quality assurance norms and processes, including the role of the QAA. The role of academic members of staff in terms of quality assurance and enhancement will be discussed.

Introductory Reading

Lancaster University, Manual of Academic Regulations and Practice
QAA – advice, guidance, resources
QAA (2018), UK Quality Code, Advice and Guidance: Course Design And Development