



# **School of Social Sciences**

**Te Kura Te Putaiao-a-Iwi**

## **Postgraduate Handbook 2007**

**Postgraduate Certificate in Research and Analysis**

**Postgraduate Diploma in Arts  
(Social Sciences, Social Policy)**

**BA (Honours) in Social Sciences**

**Master of Arts (Social Sciences)**

**Master of Arts (Social Policy)**

**Master of Philosophy**

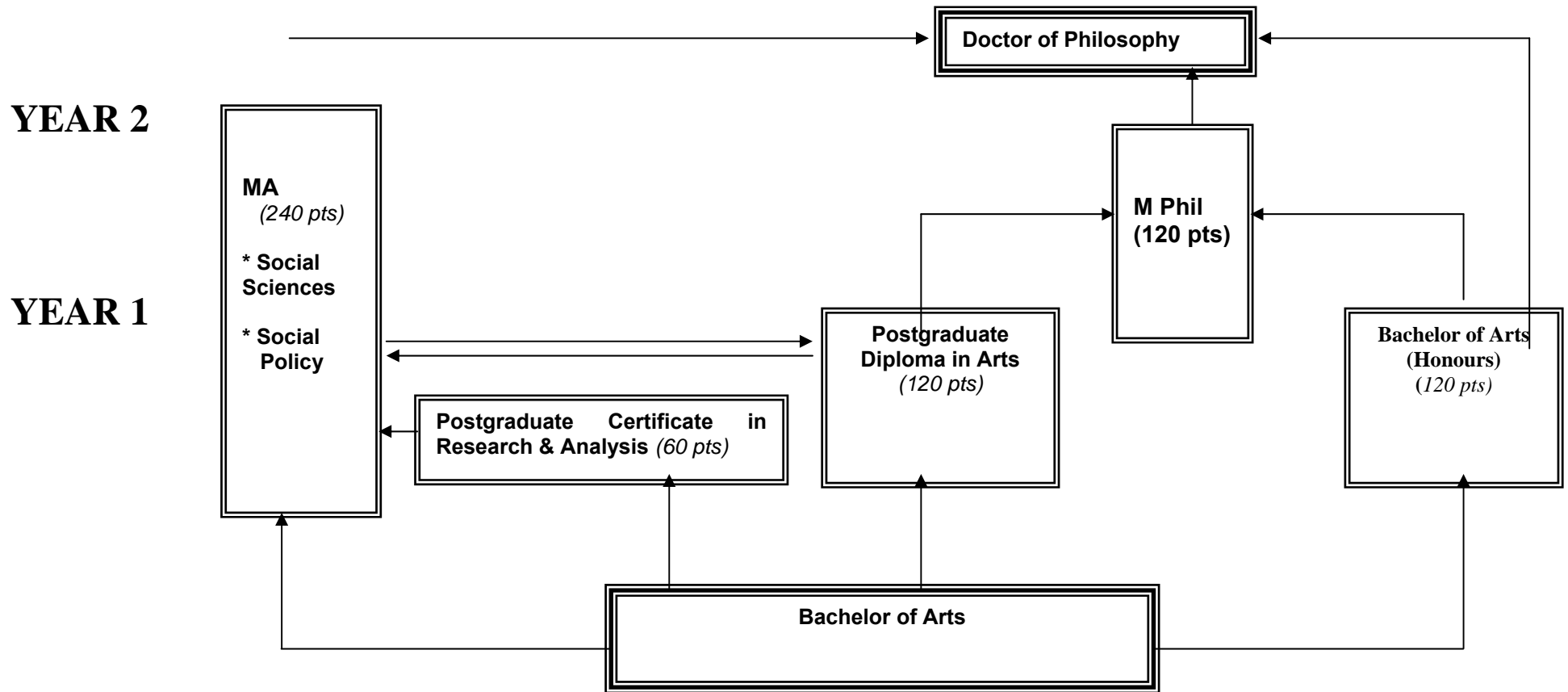
**Doctor of Philosophy**

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# STAIRCASING OF POSTGRADUATE PROGRAMMES IN THE SCHOOL OF SOCIAL SCIENCES



## WELCOME

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To our Postgraduate Students

On behalf of the School of Social Sciences, I welcome you to our postgraduate programme. As you have been found to meet our stringent entry criteria, we have every confidence that you will find it rewarding and gratifying in spite of its challenges.

Our postgraduate programme is designed to empower you to acquire the knowledge and the skills you need to excel in your future employment. But a successful postgraduate programme must do more than turn people into marketable human resources. You will be encouraged to improve your independent analytical skills, critical thinking ability and adaptive flexibility that will be essential for citizens in positions of responsibility in the coming time of rapid socio-political change.

I invite you to make the best use of the School's facilities and its excellent staff in order to realise your potential. If there is anything we can do to further your progress, do not hesitate to contact me in order to discuss options. As the postgraduate programme coordinator, I have the duty and pleasure to provide you with the logistical aid, communicative assistance and moral support to allow for smooth progress in your education. Ultimately, however, it is you, the postgraduate learner, who will take responsibility and show the necessary initiative to make the programme work for you. This involves, for example, learning to ask the right questions in addition to learning how to obtain answers. It is this emphasis on independent learning that distinguishes the postgraduate level from the undergraduate environment as you remember it.

The goal of this educational process is to enable you to gain the insight, judgement and maturity to take part in the design of research projects, to actively engage in them and to assess your own progress. Of course we will help you in all of those efforts by providing step-by-step support and advice. Your supervisor(s) will form the first line of support in that capacity, but other staff and myself will be happy to help as well. When you will take your degree it will be the School as a whole from which you graduate, and we take that collective responsibility seriously.

We look forward to learning with you and wish you the very best for a successful time with us.

Associate Professor Eveline Dürr  
Postgraduate Programme Leader

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Email: [eveline.duerr@aut.ac.nz](mailto:eveline.duerr@aut.ac.nz)

## **Overview of the School's Postgraduate Programmes**

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AUT's School of Social Sciences offers a range of postgraduate study options, providing different combinations of multi-disciplinary theoretical papers, social research methods, applied topics, and individual research.

The Postgraduate Certificate in Research and Analysis (PGCRA) programme is designed to develop the research skills of students wishing to embark on postgraduate study, especially in social science.

The Postgraduate Diploma in Arts (Social Sciences, Social Policy) is designed for students who, after completion of 120 points, wish to exit early from the MA programme.

The BA (Honours) Social Sciences is a one-year full time programme combining research and theory papers, and a dissertation. It provides the most direct pathway for high achieving graduates into a PhD programme.

Two majors are available at Masters Level. The MA in Social Sciences provides an advanced programme of study in social research and policy analysis in its broadest sense. The MA in Social Policy aims at advancing economic and social wellbeing, and emphasises on social policy analysis.

The Master in Philosophy provides an option for interdisciplinary research and a pathway for candidates whose proposed research does not warrant a full PhD enrolment or who are wishing to consolidate their research capabilities.

A Doctor of Philosophy (PhD) degree is available through the Faculty of Applied Humanities. The PhD is a thesis-based research degree that is granted on the basis of an original and substantial contribution to knowledge. A burgeoning research culture, coupled with AUT's strong vocational focus means you enjoy the benefits of a balance between theoretical and applied approaches to education.

The School of Social Sciences has highly qualified staff with extensive teaching and research experience in social policy and social research, providing a wide choice of well-qualified supervisors for postgraduate research.

Further information on all courses available in the School of Social Sciences can be found on [http://www.aut.ac.nz/schools/social\\_sciences/](http://www.aut.ac.nz/schools/social_sciences/)

The School of Social Sciences Postgraduate Programme Leader is:

**Associate Professor Eveline Dürr**

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## Postgraduate Timetable For Semester 2, 2007<sup>1</sup>

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### Semester 2 – from Monday 16 July 2007

| Paper No | Paper Title                         | Room   | Day/Time  | Lecturer             | Credits              |
|----------|-------------------------------------|--|---|----------------------|----------------------|
| 289702   | Social Research Design and Analysis | WZ717 <sup>2</sup>   | Mondays 4 to 6<br>Wednesdays 4 to 6                                     | Team                 | 30                   |
| 288510   | Advanced Social Theory              | WZ717  | Wednesdays 2 to 4   | Eveline/<br>Cristina | 30 (full year paper) |
| 289706   | Refugees and Displaced Persons      | WZ217 <sup>3</sup>   | Alternate Thursdays<br>1 to 6<br>See below for class dates <sup>4</sup> | Love/<br>Keryn       | 30                   |
| 288601   | Social Policy                       | WZ717  | Tuesdays 5 to 7   | Charles              | 15                   |
| 108006   | Reading Paper                       | by arrangement with the Programme Leader   |   | Eveline              | 15                   |
| 288502   | Quantitative Research Methods       | Students interested in this paper should contact<br>Professor Charles Crothers or<br>Associate Professor Eveline Dürr                                      |   | Charles              | 15                   |
| 288501   | Qualitative Research Methods        | Planned for Summer School 2007/8.<br>Students interested in this paper should contact<br>Professor Charles Crothers or<br>Associate Professor Eveline Dürr |   | Sharyn               | 15                   |
| 288602   | Applied Economics and Finance       | WZ730 <sup>5</sup>   | Tuesdays 3 to 5 <sup>6</sup>  | Oksana               | 15                   |
| 289701   | Special Topic                       | by arrangement with the Programme Leader   |   |                      | 15                   |

<sup>1</sup> Changes are subject to student enrolments

<sup>2</sup> Room WZ717 – WZ Building - 7<sup>th</sup> Floor, 350 Queen Street.

<sup>3</sup> Room WZ217 – WZ Building - 2<sup>nd</sup> Floor, 350 Queen Street

<sup>4</sup> Class dates: 19<sup>th</sup> July, 2<sup>nd</sup> August, 16<sup>th</sup> August, no class on 30<sup>th</sup> August, 13<sup>th</sup> September, 27<sup>th</sup> September, 11<sup>th</sup> October, 25<sup>th</sup> October and 8<sup>th</sup> November.  
Class on 22<sup>nd</sup> November to be confirmed.

<sup>5</sup> Room WZ730 – WZ Building - 7<sup>th</sup> Floor, 350 Queen Street.

<sup>6</sup> Day/time can be changed to suit student needs.

## Transition Students

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Students who enrolled in the Social Science postgraduate programmes in 2006 or earlier, and require one 15 point research methods paper to complete the research methods requirement, have the following choices:

1. 288501            Qualitative Research Methods and Analysis
2. 288502            Quantitative Research Methods and Analysis
3. 108006/11        Reading Paper  
                          tailored to meet the methodology requirement in consultation with  
                          Associate Professor Eveline Dürr, Postgraduate Programme Leader.

or

4. an approved 15 point research methods paper selected from postgraduate programme schedules at AUT.

# **Structures Of The Postgraduate Programmes 2007**

**Postgraduate Certificate in Research & Analysis (AK3738)**

**Postgraduate Diploma in Arts (AK3740)  
(Social Sciences, Social Policy)**

**BA (Honours) Social Sciences (AK3696)**

**Master of Arts (Social Sciences) (AK3689)**

**Master of Arts (Social Policy) (AK3689)**

**Master of Philosophy (AK3720)**

**Doctor of Philosophy (AK3518)**

## Postgraduate Certificate In Research & Analysis (AK3738)

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The Postgraduate Certificate in Research and Analysis aims to produce knowledgeable and skilled research practitioners. The programme emphasises applied computer skills and deals with the entire research process from the formulation of research questions to the preparation and professional presentation of results.

It is aimed at people who are working and wish to study part time. Papers are taught either on-line or in evening classes.

### Structure of the PGCRA

To graduate with a PGCRA, students need *60 points*. Students have the option of doing any of the below five 15/30 point papers.

|           |  |        |
|-----------|--|--------|
| 108006/11 | Reading Paper                              | 15 pts |
| 288501    | Qualitative Research Methods and Analysis  | 15 pts |
| 288502    | Quantitative Research Methods and Analysis | 15 pts |
| 289702    | Social Research Design and Analysis        | 30 pts |
| 288600    | Policy Research and Evaluation             | 15 pts |

### Stair-casing

The Postgraduate Certificate in Research and Analysis effectively comprises the first semester of the Master of Arts programme. Upon successfully completing the PGCRA with a grade point average of not less than B, students may apply to transfer the four completed papers to the MA in Social Sciences, MA in Social Policy or another Master's programme within the Faculty of Applied Humanities. Students would then complete an additional 60 points in papers and 120 points from the research component to graduate with the MA.

## Postgraduate Diploma In Arts (AK3740) - (Social Sciences/Social Policy)

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After completion of 120 points, the equivalent of the first year of a Master's course, students not wishing to continue with the thesis or dissertation with a site based research project may exit early from the MA programme and apply to graduate with the Postgraduate Diploma in Arts in the relevant major.

## BA (Honours) Social Sciences (AK3696)

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The BA (Honours) is a one-year postgraduate degree (120 points) for high achieving students whose academic capabilities and potential would be well served by concentrating on research-based study with the possibility of going on to doctoral research.

There is provision for the dissertation to be undertaken overseas, normally with a university with which AUT has established links. Application for undertaking an overseas research placement is made by way of a written proposal submitted at the time of application to the relevant BA (Honours) degree. All applications will be considered in the context of the Faculty's partner universities and institutes overseas being appropriate or being able to offer a placement relevant to the proposed research project.

Entry Requirements:

- Bachelors degree in Social Sciences with a B+ average or better in modules at Level 7 or equivalent.
- Other Bachelors degrees including major studies in social science such as sociology, political science or psychology will also be acceptable.
- IELTS requirement: 6.5 overall, with minimum of 7 in the Writing component and not less than 6.0 in each other band.

### Structure of the BA (Honours)

The first semester of the programme comprises *60 points of coursework papers*.

Students must complete *30 points* from:

#### **Research Methodology Papers**

|        |  |        |
|--------|--|--------|
| 288501 | Qualitative Research Methods and Analysis  | 15 pts |
| 288502 | Quantitative Research Methods and Analysis | 15 pts |
| 289702 | Social Research Design and Analysis        | 30 pts |
| 288600 | Policy Research and Evaluation             | 15 pts |

AND *30 points* from:

#### **Social Sciences Papers**

|        |  |        |
|--------|--|--------|
| 288601 | Social Policy  | 15 pts |
| 288602 | Applied Economics and Finance                              | 15 pts |
| 288700 | Human Services Organisations                               | 15 pts |
| 288701 | Principles of Assessment and Intervention                  | 15 pts |
| 288702 | Individual and Cultural Factors in Human Services Practice | 15 pts |
| 288510 | Advanced Social Theory                                     | 30 pts |
| 289704 | Gender & Sexuality   | 15 pts |
| 289706 | Refugees & Displaced Persons                               | 30 pts |

The second semester comprises of only a *60 points Honours Dissertation* (an independent scholarly research – 118403).

## Master of Arts (Social Sciences) (AK3689)

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The Master of Arts (Social Sciences) is designed to help fulfil a growing need for graduates who are able to apply a multi-disciplinary approach with strong research skills to a wide range of policy issues at local body, national, international and organisational levels. The Master of Arts (Social Sciences) extends educational opportunities for graduates from social science disciplines, and other undergraduate programmes.

### Entry Requirements:

- Relevant Bachelors degree with a B pass average or better in final year BA papers at Level 7 or equivalent. Relevant degrees could be: BA (Social Sciences), or other Bachelors degree including major studies in a social science such as sociology, political science or psychology.
- A Bachelors degree with Honours.
- Professional qualification in a relevant discipline that is recognised by the University as equivalent to an undergraduate degree
- International students are required to have an IELTS of 6.5 overall (with a minimum of 7.0 in the Writing Component and 6.0 in each other band), or recognised equivalent.

### Structure of MA in Social Sciences (240 points)

#### YEAR ONE

##### **Research Methodology Papers**

30 Points from:

|        |                                     |        |
|--------|-------------------------------------|--------|
| 289702 | Social Research Design and Analysis | 30 pts |
|--------|-------------------------------------|--------|

##### **Social Science Major Papers**

**AND** 30 Points from:

|  |                        |        |
|--|------------------------|--------|
| 288510   | Advanced Social Theory | 30 pts |
| <i>Or 30 points from Research Methodology papers not already completed</i> |                        |        |

##### **Optional Papers**

**AND** 45 Points from:

|  |  |        |
|--|--|--------|
| 288600   | Policy Research and Evaluation                   | 15 pts |
| 288501   | Qualitative Research Methods and Analysis        | 15 pts |
| 288502   | Quantitative Research Methods and Analysis       | 15 pts |
| 108006/11  | Reading Paper                                    | 15 pts |
| 288510   | Advanced Social Theory                           | 30 pts |
| 918402   | Tangata Pasifika: The New Peoples of the Pacific | 15 pts |
| 918403   | The Learning Organisation                        | 15 pts |
| 948412   | Programme Management                             | 15 pts |
| 948413   | Development Theory and Practice                  | 15 pts |
| <i>Or from Human Services or Social Policy Major papers, Research Methodology papers not already completed (above)</i> |  |        |

##### **Elective Paper**

**AND** 15 points from:

Any of the above papers mentioned but Not Already Completed or any other Level 8 paper approved by the Board of Studies.

#### YEAR TWO

120 Points from either:

|        |           |         |
|--------|-----------|---------|
| 108001 | MA Thesis | 120 pts |
|--------|-----------|---------|

**OR**

|        |                             |        |
|--------|-----------------------------|--------|
| 108003 | MA Dissertation             | 60 pts |
| 108005 | Site Based Research Project | 60 pts |

## Master of Arts (Social Policy) (AK3689)

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As an interdisciplinary subject, social policy is associated with programmes and policies aimed at advancing economic and social wellbeing. Health, education, justice, housing and welfare encompass a wide range of programmes that are collectively referred to as social policy, with programme delivery involving the agencies of Government (central and local), the voluntary sector and private organisations. In addition to these major social policy programmes, there are a number of services provided to particular populations (such as families, children, the elderly, new migrants) that are subject to policy analysis and evaluation.

The MA (Social Policy) provides the opportunity to address this spectrum of knowledge at an advanced level, thus preparing students with high-level problem solving abilities and skills of critical analysis. The applied nature of the programme will prepare them to work in a range of social policy environments where a comprehensive and theoretically sophisticated knowledge of the field is desirable. The programme will provide a solid foundation in policy analysis, including an overview of the political and cultural context in which policy is developed, the fiscal and economic imperatives of social policy, and an appreciation of policy processes and outcomes. In addition to the strong research underpinning, a significant element in the MA programme will centre on a research policy practicum in a field/agency setting.

### Entry Requirements:

- Relevant Bachelors degree with a B pass average or better in final year BA papers at Level 7 or equivalent. Relevant degrees could be: BA (Social Sciences), or other Bachelors degree including major studies in a social science such as sociology, political science or psychology.
- A Bachelors degree with Honours.
- Professional qualification in a relevant discipline that is recognised by the University as equivalent to an undergraduate degree
- International students are required to have an IELTS of 6.5 overall (with a minimum of 7.0 in the Writing Component and 6.0 in each other band), or recognised equivalent.

### Structure of MA in Social Policy (240 points)

#### YEAR ONE

##### **Research Methodology Papers**

30 Points from:

|        |                                     |        |
|--------|-------------------------------------|--------|
| 289702 | Social Research Design and Analysis | 30 pts |
|--------|-------------------------------------|--------|

##### **Social Policy Major Papers**

AND 30 Points from:

|        |                               |        |
|--------|-------------------------------|--------|
| 288601 | Social Policy                 | 15 pts |
| 288602 | Applied Economics and Finance | 15 pts |

##### **Optional Papers**

AND 45 Points from:

|           |  |        |
|-----------|--|--------|
| 288600    | Policy Research and Evaluation                   | 15 pts |
| 288501    | Qualitative Research Methods and Analysis        | 15 pts |
| 288502    | Quantitative Research Methods and Analysis       | 15 pts |
| 108006/11 | Reading Paper                                    | 15 pts |
| 288510    | Advanced Social Theory                           | 30 pts |
| 918402    | Tangata Pasifika: The New Peoples of the Pacific | 15 pts |
| 918403    | The Learning Organisation                        | 15 pts |
| 948412    | Programme Management                             | 15 pts |
| 948413    | Development Theory and Practice                  | 15 pts |

*Or from Human Services Major papers or Research Methodology papers not already completed ( see above)*

***Elective Paper***

AND **15 points from:**

Any of the above papers mentioned but Not Already Completed or any other Level 8 paper approved by the Board of Studies.

**YEAR TWO**

120 Points from either:

|        |           |         |
|--------|-----------|---------|
| 108001 | MA Thesis | 120 pts |
|--------|-----------|---------|

**OR**

|        |                             |        |
|--------|-----------------------------|--------|
| 108003 | MA Dissertation             | 60 pts |
| 108005 | Site Based Research Project | 60 pts |

## **Master of Philosophy (AK3720)**

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The Master of Philosophy provides an option for interdisciplinary research of an applied or professional nature. Where there is no appropriate Masters degree available, it will provide a pathway for candidates whose proposed research does not warrant a full PhD enrolment or who are wishing to consolidate their research capabilities.

Thus the MPhil is a one-year research only masters degree which allows for a high level of cross-disciplinary research.

### **Structure of the Programme**

Students are required to complete a 120 point thesis paper.

This programme is governed by the Doctoral Studies Board. Applications for this programme must include a thesis proposal. Form PG1 should be used and can be downloaded from: [http://www.aut.ac.nz/postgraduate/forms\\_and\\_handbooks.htm](http://www.aut.ac.nz/postgraduate/forms_and_handbooks.htm)

### **Career Pathways**

Graduates of the MPhil will have increased employability due to their exposure to an intensive research culture. Potential employment opportunities exist in industries relevant to the research undertaken. Some MPhil graduates may choose to proceed with doctoral studies.

## **Doctor of Philosophy (AK 3518)**

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Upon completion of the BA (Honours) or Master of Arts, interested students may apply to enter the doctoral programme. The PhD is a thesis based research degree that is granted on the basis of an original and substantial contribution to knowledge. With the burgeoning applied and theoretical research culture, AUT doctorates can be interdisciplinary or even interfaculty, depending on the topic, the approach and the supervisors.

Entry to the doctoral programme is entirely at the University's discretion, depending upon the ability of the individual student, the suitability of the topic chosen and the availability of supervisors. Applicants are required to have either a Masters degree with Honours or a Bachelor's degree with Honours in a discipline which is appropriate to the applicant's proposed research. (Students with less than a B average for their Masters or Honours papers are unlikely to be considered)

- The degree must have been gained at the standard of first or second-class Honours from a New Zealand tertiary institution or equivalent.
- The degree must also show evidence of advanced learning in research, the execution of a research project and the writing of a report on that research.

If you are interested in entering the doctoral programme, or for further information about the doctoral studies, please contact Sarah Lee on (09) 921 9999 ext 8481 at the Faculty of Applied Humanities Office. Also check out our website: <http://www.aut.ac.nz/postgraduate/>

## **Paper Descriptors 2007**

**Qualitative Research Methods & Analysis**  
**Quantitative Research Methods & Analysis**  
**Advanced Social Theory & Contemporary Issues**  
**Policy Research & Evaluation**  
**Social Policy**  
**Applied Economics & Finance**  
**Social Research Design and Analysis**  
**Gender & Sexuality**  
**Refugees & Displaced Persons**  
**Reading Paper**  
**Honours Dissertation**  
**MA Dissertation**  
**Site Based Project**

## Social Research Design And Analysis (289702)

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|                |              |                      |                                   |
|----------------|--------------|----------------------|-----------------------------------|
| Code<br>289702 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>60 hrs     |
|                | Points<br>30 | Corequisites<br>nil  | Self directed learning<br>240 hrs |

This paper reviews the theoretical basis for designing the data-collection and data-analysis phases of social research projects, and provides basic skills in carrying out these tasks, including some practice in design and analysis with appropriate skill exercises and computer programs. The basics of the paper are set within consideration of the wider aspects of social science research methodology including such issues as cultural sensitivity, funding, and the political context of research. While the paper takes a generic social science wide approach there is also opportunity for more specific areas to be explored in more depth.

### Content

- Types of Research, The Research Cycle
- Theoretical approaches underlying the array of research methods ( e.g. positivism/empiricism grounded theory, phenomenology, ethnography, action/participatory research, critical realism etc.)
- Ethics: facilitating confidence and understanding of ethical issues in social science research
- Bi- and multicultural research issues: e.g. the ethics and opportunities and concerns arising with collaborative projects
- Designing studies (experimental, cross-sectional, longitudinal etc)
- Sample designs, Sampling and recruitment
- Data collection methods (including questionnaires, in-depth interviews, focus groups, participant observation, document analysis, oral histories, and archival research)
- Field work Management: managing a research project, data storage, computer software packages, abstracting, and field notes
- Enhancing validity and reliability of the data-collection process
- Data preparation: handling texts in computers, developing a coding framework, coding
- Using SPSS/nvivo: setting up and 'cleaning' datafiles; running procedures
- Data analysis: building theory, and synthesising data into theoretical context
- Content analysis and discourse analysis (including Computer assistance)
- Categorical methods in tabular analysis, Chi-square
- Selecting statistical analyses according to types of research design
- Principles of statistical hypothesis testing, including sampling distributions of statistics, the normal distribution, framing the research and null hypotheses, levels of statistical significance, one and two-tailed tests, type I and type II errors.
- Interpreting results and presenting results in reports, including presentational skills
- Writing up research: writing results, research dissemination, including technical reports and peer presentations
- Developing a research proposal

### Learning Outcomes

- Identify and distinguish key features of alternative theoretical approaches to research (including relevant issues of epistemology, ontology, and methodology)
- Identify and discuss ethical issues in the conduct of research
- Critically discuss the political and cultural issues involved in research
- Recognise the key features of various research designs
- Understand the principles of sampling, and the strengths and weaknesses of common sampling methods

- Undertake basic methods of qualitative and quantitative data collection (including interviewing and observation)
- Understand the principles of questionnaire design, and construct a questionnaire or guide
- Undertake basic methods of qualitative and quantitative analysis
- Understand, evaluate (or critique) published research studies
- Prepare a research proposal
- Give an effective oral presentation

### **Assessment Methods**

Review of two published articles.  
 One interview and analysis assignment.  
 One statistical data analysis assignment.  
 Oral Presentation.  
 Research Proposal.

### **Learning Resources**

- De Vaus, David (2002) *Analysing Social Science Data* London: Sage
- Marshall, C. and Rossman, G. (1999). *Designing Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage
- Bryman, A. (2004). *Social Research Methods. London: Oxford University Press.*
- Davidson, C. & Tolich, M. (eds) (1999). *Social Science Research in New Zealand – Many paths to understanding.* New Zealand: Longman.
- Neuman, W. L.(2003) *Social Research Methods – Qualitative and Quantitative Approaches. Boston: Allyn & Bacon.*
- Smith, L. (1999). *Decolonizing Methodologies – Research and indigenous peoples. New York: Zed Books.*
- *SPEAR Website*

## Qualitative Research Methods And Analysis (288501)

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|                |              |                      |                                   |
|----------------|--------------|----------------------|-----------------------------------|
| Code<br>288501 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>nil        |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>140 hrs |

### Content

This paper develops a strong grounding in both the theory and application of qualitative methodologies that are relevant to conducting research within the disciplines of the social sciences. The following topics are covered:

- Qualitative research: theory and paradigms (including grounded theory, phenomenology, ethnography, participatory research)
- Designing a qualitative research study
- Sampling and recruitment
- Developing a research proposal
- Ethics: facilitating confidence and understanding of ethical issues in social science research
- Bi- and multicultural research issues: the ethics and appropriation of collaborative projects
- Data collection methods including in depth interviews, focus groups, participant observation, and document analysis
- Data preparation: managing a research project, data storage, computer software packages, abstracting, and field notes
- Data analysis: developing a coding framework, coding, building theory, and synthesising data into theoretical context
- Content analysis and discourse analysis
- Writing up research: writing results, research dissemination, including technical reports and peer reviewed oral and visual presentations
- Enhancing validity and reliability of research process and analysis

### Learning Outcomes

- Articulate and critique fundamental premises and unique elements (including epistemology and methodology of qualitative approaches to research within the contexts of social sciences)
- Critically appraise qualitative research with particular reference to ethical, cultural, and legal issues
- Critically appraise a range of qualitative research methods and strategies including interview, observation schedule (theme lists), focus groups, archival and documents analysis, sampling strategies and coding frameworks
- Present a research proposal in PowerPoint presentation

### Learning and Teaching Strategies

This paper will be taught by on-line teaching, which provides guidance in self-directed learning. There will be some optional face-to-face sessions.

### Assessment Methods

One essay (consisting of two parts)

Quiz

One reflective journal

PowerPoint presentation

### Learning Resources

Berg, B. L. (2004). *Qualitative Methods for the Social Sciences* (5<sup>th</sup> ed.). USA: Allyn & Bacon. Further appropriate reading, sourcing and research methodologies will be negotiated with the respective supervisors/tutors.

## Quantitative Research Methods And Analysis (288502)

|                |              |                      |                                   |
|----------------|--------------|----------------------|-----------------------------------|
| Code<br>288502 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>39         |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>111 hrs |

This paper reviews the theoretical basis of basic statistical methods used to describe data and test hypotheses. The appropriate use of a variety of more advanced statistical techniques is reviewed. The implementation of these methods using SPSS is described. The choice of statistical analysis will be presented as a central aspect of research design.

### Content

- Selecting statistical analyses according to types of research design
- Principles of statistical hypothesis testing, including sampling distributions of statistics, the normal distribution, framing the research and null hypotheses, levels of statistical significance, one and two-tailed tests type I and type II errors.
- The t-test for one or two samples, independent and related samples
- Analysis of variance for one and two factors, independent and related groups
- Multivariate Analysis of variance for multiple dependent variables
- Use of nonparametric tests such as Mann-Whitney U, Wilcoxin tests
- Using SPSS: setting up data files; testing assumptions; running statistical procedures
- Correlation and regression, multiple regressions
- Chi-square, advanced categorical methods
- Factor analysis and structural equations
- Interpreting results and presenting statistical results in reports
- Limitations of null hypothesis testing

### Learning outcomes

- Understand the basic principles of inferential statistics, including null hypothesis testing, probability, and sampling distributions, using z and t-tests as examples
- Select and apply appropriate statistical techniques for co-relational designs, including correlation coefficients, Chi-square, regression and multiple regression, factor analysis and structural equation modelling
- Select and apply appropriate statistical techniques for experimental designs, including t-tests, Analysis of Variance (ANOVA) and Multivariate analysis of variance (MANOVA)
- Know how to test for the assumptions underlying parametric statistical tests, and when to use alternatives, such as non-parametric tests
- Appreciate some limitations of null hypothesis testing, and current trends towards alternative methods of reporting, including effect sizes and confidence intervals
- Know how to interpret results of statistical procedures and to present them appropriately in a research report

### Learning and Teaching Strategies

This paper will be available in two study modes. In the on-campus mode, there will be regular lecture/tutorial sessions. It will also be available by on-line delivery. Students taking this paper will have the option of also attending face-to-face sessions.

### Assessment

Two statistical analysis assignments  
Final examination

### Learning Resources

De Vaus, D. (2002). *Analysing Social Science Data*. London: Sage.

Further appropriate reading, sourcing and research methodologies will be negotiated with the respective supervisors/tutors.

## Policy Research and Evaluation (288600)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>288600 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>30     |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>120 |

An examination of policy research and evaluation as applied to major areas of social policy. Various research methods and traditions will be examined using a wide range of techniques from case studies to computer-based modelling.

### Learning Outcomes and Assessment Criteria

- Compare different scientific traditions in examining policy processes and outcomes
- Understand the various models used in the evaluation of social policy/programmes
- Appreciate the value of grounding evaluation/policy research in empirical studies
- Acquire advanced skills in the use of evaluation models and applied social research
- Describe the main principles used in the deployment of evaluation/applied research
- Critically analyse the advantages and disadvantages of programme evaluation and applied social research with particular emphasis on policy processes and outcomes

*Students will be assessed by their ability to:*

- Review and assess research evidence assembled in evaluating policies and programmes
- Demonstrate basic skills in evaluation/applied social research techniques
- Contrast alternative theoretical perspectives underlying different forms of evaluation
- Apply critical assessments of the various models used in the evaluation of programmes and in the application of social research to policy issues and outcomes

### Learning and Teaching Strategies

The paper is designed to provide candidates with advanced knowledge and skills in applied research and evaluation by means of:

- a 'hands-on' approach to the evaluation of social policies and programmes
- computer-based exercises
- the application of evaluation techniques
- the development of forecasting scenarios

### Assessment methods

- Critical review of an existing evaluation/social research report (1500 words)
- Library research and assessment of a selected methodological issue in policy evaluation or a given area of applied social research (1500 words)
- Involvement in an evaluation exercise culminating in a report assessing the field of investigation (2000 word equivalent)

### Learning Resources:

Birks, S. & Buurman, G. (2000). *Research for Policy: Informing or Misleading?* Massey University: Centre for Public Policy Evaluation.

Rossi, P., Freeman, H. & Lipsey, M. (1999). *Evaluation: a Systematic Approach*. California: Sage.

Lunt, N., Davidson, C. & McKegg, K. (Eds). (2003). *Evaluating Policy and Practise: A New Zealand Reader*. Auckland: Pearson Education

Further appropriate reading, sourcing and research methodologies will be negotiated with the respective supervisors/tutors.

## Social Policy (288601)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>288601 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>30     |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>120 |

This paper will provide a critical and comparative examination of social policy with particular emphasis on political economy, the policy process and the changing parameters of the market economy, government and civil society

### Learning Outcomes

Analyse and discuss policy trends and practices at an advanced level. Participants should be able to recognise and critique the foundations and assumptions upon which particular policies are based, and they should be capable of framing sophisticated policy alternatives.

### Assessment Criteria

- Critically analyse social policy from alternative theoretical perspectives
- Understand different scientific traditions and the impact of these traditions on social policy processes and outcomes
- Demonstrate an ability to evaluate policy initiatives in a particular field such as health, housing, education, social security, justice, or family policy
- Display technical skills in the presentation of policy reports both in oral and written forms

### Learning and Teaching Strategies

The course is designed to engage candidates in a dynamic way using a combination of workshops, seminars, panel discussions and lectures. Whilst lectures and discussions will feature in the first part of the year, the second half of the course will be dominated by workshops, seminar presentations and written reports.

### Learning Resources:

Further appropriate reading, sourcing and research methodologies will be negotiated with the respective supervisors/tutors.

## Applied Economics and Finance (288602)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>288602 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>30     |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>120 |

This paper examines the disciplines of economics and public finance as applied to social policy. The course uses economic concepts from alternative theoretical traditions in assessing the development, implementation, costs and benefits of social policy.

### Learning Outcomes and Assessment Criteria

- Understand fundamental economic concepts as applied to social policy and public finance
- Evaluate economic theory and its relevance when applied to particular issues such as choice in the face of scarcity and the designing of systems to produce incentives
- Apply theoretical knowledge to key economic constructs such as market failure, externalities, public goods, and principal-agent theory in the context of bureaucracy

Students will be assessed on their ability to:

- Understand and apply economic constructs to major areas of social policy
- Engage in policy debates using key economic concepts
- Critically review and analyse the literature on economics and public finance

### Learning and Teaching Strategies

Particular attention will be paid throughout the course to the daily interface between economic questions under discussion, and their impact on our daily lives. The paper will use a range of teaching methods including lectures, discussions, workshops, debates and problem-solving exercises in order to ensure an advanced knowledge of the interface between economics, public finance and social policy.

### Assessment Methods

- A scoping assignment focusing on economics and public finance (approximately 1,500 words)
- A group assignment and seminar presentation focusing on the application of economic concepts to a selected field of social policy (one hour equivalent presentation by each student in the group)
- A summary assignment aimed at exploring the knowledge base of the student in applying economic constructs to major areas of social policy (approximately 3,000 words)

### Learning Resources

Dalziel, P. & Lattimore, R. (2004). *The New Zealand Macro Economy – a Briefing on the Reforms and their Legacy*. Auckland: Oxford University Press.

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Advanced Social Theory: Contemporary Issues (288510)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>288510 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>52     |
|                | Points<br>30 | Corequisites<br>nil  | Self directed learning<br>248 |

A review of contemporary social theories, social theorists, and theories of society across the range of social sciences, but especially economics, psychology, political science and sociology. The paper examines and critiques, at an advanced level, the range of views central for understanding the contemporary global political economy and the characteristics of societies, groups and selves.

### Content

- The changing map of theoretical concerns in the social sciences: the dynamics of knowledge and related doctrines
- Current theoretical approaches, their strengths and limitations and how these are interrelated
- Current Social theorists: their strengths and limitations and how these are interrelated
- Doctrines of types of 'society' (e.g. knowledge society, global society, developing countries etc) and their trajectories of development, and critique of these notions
- The processes and dynamics of globalisation: e.g. the global division of labour, global finance, global politics, social movements, identity formation etc.
- The promise, practise and pain of proposed programs of amelioration and reform (e.g. aid, restructuring, 'development' etc.)

### Learning Outcomes

- Be aware of the range of central, deep questions with which the social sciences engage
- Understand the viewpoints of a range of contemporary social theorists, and how these fit into the overall configuration of the development of social theory
- Understand the range of social theories presently available, and of the advantages and limitations of each and the scope which each particularly illuminates
- Have an appreciation of the differences, and ability to understand the linking, between the levels of analysis: individual, group, societal and global etc.
- Have skills in documenting and critiquing/deconstructing such theories
- Relate the theories to the New Zealand circumstance

### Learning and Teaching Strategies

Lectures  
Seminars  
Group discussions  
Student presentations  
Self-directed study

### Assessment

4 essays (2,5000 words each)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Gender and Sexuality (289704)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>289704 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>30     |
|                | Points<br>15 | Corequisites<br>nil  | Self directed learning<br>120 |

### Content

This highly interdisciplinary course will:

- introduce new approaches to gender studies and sexuality studies as a theoretical, social, cultural, political and historical field of investigation
- challenge current understandings of gender and sexuality by interrogating cultural identities, such as queer, heterosexual, homosexual, gay, straight, bisexual, transgendered
- examine cultural production and cultural theory in relation to other power systems, such as race, ethnicity and class
- This course will address issues such as gender and sexuality (including homosexuality, bisexuality and heterosexuality), transgender issues; gender socialisation; men, women, and friendship; men, women, and romance; gender and communication; gender and language; gender and the media; gender and morality; gender and economics; gender and ways of knowing; gender and spirituality.

*Specific topics which may be focused on include:*

- The Men's Movement and Masculinities
- Violence Against Women
- The Cultural, Ethical and Aesthetic Implications of Pornography
- Sexuality and Visual Culture
- Sexuality and Gender in Various Cultural Settings
- Contemporary Theories of Love Relationships
- Lesbian, Gay, Bisexual and Transgender Issues

### Course Objectives

- To develop an understanding of the categories of sex, gender and sexuality as they are defined by communities in diverse cultural and historical contexts.
- To examine how categories of sex, gender and sexuality intersect with other categories of social and cultural diversity such as race, ethnicity, class, age, geographic location and educational level, and how such categories evolve over time with the impact of national and global processes (i.e. colonialism, nationalism, global capitalism).
- To explore how notions of gender and sexuality, as well as other categories of difference, influence personal and communal identities.
- To critically examine dominant forms of sex, gender and sexuality and how these categories may at times be oppressive to various groups, e.g. gay, lesbian, bisexual and transgendered communities.

### Assessment Methods

Book review (1500 words)

Essay (approximately 3500 words)

### Learning Resources

Selected readings determined by the lecturer. Further literature identified by the student and approved by the lecturer.

## Refugees and Displaced Persons (289706)

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|                |              |                      |                               |
|----------------|--------------|----------------------|-------------------------------|
| Code<br>289706 | Level<br>8   | Prerequisites<br>nil | Class contact hours<br>54     |
|                | Points<br>30 | Corequisites<br>nil  | Self directed learning<br>246 |

This paper provides students with a critical understanding of the issues relating to refugees and displaced people. It examines the theories explaining the causes of refugee generation, international patterns and flows of refugees and practices of refugee resettlement.

### Learning Outcomes and Assessment Criteria

- Obtain an advanced understanding of theories and practices in refugee settlement.
- Critically examine the role of international and national organisations involved in refugee resettlement.
- Acquire in-depth knowledge and skills to enable them to develop practice models for refugee resettlement based on principles of human rights, social justice and empowerment.

### Learning and Teaching Strategies

Particular attention will be paid throughout the course to the daily interface between economic questions under discussion, and their impact on our daily lives. The paper will use a range of teaching methods including lectures, discussions, workshops, debates and problem-solving exercises in order to ensure an advanced understanding of the subject area.

The paper is delivered as two parts. The first explores the theories, principles and practices relating to refugees and displaced persons at the international level. Part two focuses on the New Zealand experience of working with refugees to develop knowledge, skills and practices to better support the resettlement of refugees.

### Assessment Activities:

An essay (3,000 words) or a Literature Review (3,000 words)

A written report (4,000 words) or a Research and critical evaluation of a project (4,000 words)

Seminar (3,000 words)

### Learning Resources:

Ager, A. (Ed). (1999). *Refugees: Perspectives on the experience of forced migration*. London: Continuum.

Community Development Journal 40[2] Special Issue: Community Development with Refugees April 2005

Kushner, T. & Knox, K. (1999). *Refugees in an age of genocide: global, national and local perspectives during the twentieth century*. London: Frank Cass.

Ministry of Health. (2001). *Refugee health: a handbook for health professionals*. Ministry of Health: Wellington.

New Zealand Immigration Services. (2004). *Refugee voices: a journey towards settlement*. Wellington: NZIS.

UNHCR. (1951). *Convention and protocol relating to the status of refugees*. Retrieved from UNHCR website in the Public Information Section: <http://www.unhcr.ch/cgi-bin>

UNHCR. (2000). *The state of the world's refugees: fifty years of humanitarian action*. New York: Oxford University Press.

UNHCR. (2002). *Pathways to welcome and rebuilding: a handbook to guide reception and integration of resettled refugees*. Geneva: UNHCR Publications.

Further readings are contained in the Paper Handbook for this paper.

## Reading Paper (108006/11)

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|                   |              |                      |                        |
|-------------------|--------------|----------------------|------------------------|
| Code<br>108006/11 | Level<br>8   | Prerequisites<br>nil | Class contact hours    |
|                   | Points<br>15 | Corequisites<br>nil  | Self directed learning |

This paper is designed to allow students to explore an area of interest in a social science discipline, relevant to their proposed course, but not covered in the taught papers.

### Content

The content will depend on individual study paths, e.g. a student proposing to specialise in employment policy might undertake a Reading Paper examining theories of economic determinants of employment in relation to policy in New Zealand; a student interested in management might undertake an analysis of theories of organisational change. A student interested in Conflict Resolution could undertake research into the different models and theories of dispute resolution, peace studies, or international relations.

### Learning Outcomes

- Understand the relevant body of knowledge within the special topic selected
- Understand contending theoretical perspectives relevant to the special topic
- Critique existing research and existing theories relevant to the topic selected
- Identify the limitations of current research, and potential areas for further research within the parameters of the topic selected

### Assessment Criteria

- Critically review and analyse the relevant literature
- Critique the contending perspectives relevant to the chosen topic
- Identify areas requiring further research

### Learning and Teaching Strategies

Tutorial/individual discussion with lecturer  
Problem based learning  
Self directed study  
Case studies  
Small group discussion

### Assessment Methods

One research essay of up to 5,000 words

### Learning Resources

Literature identified by the student and approved by the lecturer

## Honours Dissertation (108008)

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|                |              |   |
|----------------|--------------|---|
| Code<br>108008 | Level<br>8   | Prerequisites<br>Corequisites<br>(See Programme Leader) |
|                | Points<br>60 |   |

A supervised scholarly investigation or research project

### Content

The student will select an appropriate topic, formulate a research aim, conduct a planned research project and produce a dissertation, which may include a non-traditional component (e.g. play, multimedia product, and artwork).

### Learning Outcomes and Assessment Criteria

- Define a research problem and plan a project to investigate the problem
- Engage in a sustained investigation resulting in new interpretations or findings in a particular area
- Identify, synthesise and critique literature and resources relevant to a chosen specialisation
- Utilise primary data to arrive at independent, rational conclusions
- Articulate findings, arguments and relationships through the synthesis of theoretical and empirical perspectives

*Students will be assessed on their ability to*

- Utilise a wide range of sources to establish perspectives on a specific topic
- Engage in primary data collection in a methodologically defensible manner
- Draw independent conclusions and new connections based on existing sources and own research findings
- Argue a position in a persuasive and clear fashion
- Prepare a coherent dissertation, including a theoretical defence of and the findings and conclusions of the research

### Learning and teaching strategies

Individual supervision  
Self-directed learning  
Independent research  
Group discussions

### Assessment methods

One dissertation of approximately 12,000-15,000 words or equivalent (non-traditional component with accompanying exegesis of not less than 3,000 words)

### Learning Resources

The student will review literature and other resources appropriate to their chosen research field. The student may find the following social science research texts of assistance:

Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3<sup>rd</sup> ed.). Buckingham: Open University Press.

## MA Dissertation (108003)

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|                |              |   |
|----------------|--------------|---|
| Code<br>108003 | Level<br>8   | Prerequisites<br>Corequisites<br>(See Programme Leader) |
|                | Points<br>60 |   |

A supervised scholarly investigation or research project

### Content

The student will select an appropriate topic, formulate a research aim, conduct a planned research project and produce a dissertation, which may include a non-traditional component (e.g. play, multimedia product, and artwork).

### Learning Outcomes and Assessment Criteria

- Define a research problem and plan a project to investigate the problem
- Engage in a sustained investigation resulting in new interpretations or findings in a particular area
- Identify, synthesise and critique literature and resources relevant to a chosen specialisation
- Utilise primary data to arrive at independent, rational conclusions
- Articulate findings, arguments and relationships through the synthesis of theoretical and empirical perspectives

Students will be assessed on their ability to

- Utilise a wide range of sources to establish perspectives on a specific topic
- Engage in primary data collection in a methodologically defensible manner
- Draw independent conclusions and new connections based on existing sources and own research findings
- Argue a position in a persuasive and clear fashion
- Prepare a coherent dissertation, including a theoretical defence of and the findings and conclusions of the research

### Learning and teaching strategies

Individual supervision  
Self-directed learning  
Independent research  
Group discussions

### Assessment methods

One dissertation of approximately 10,000 - 30,000 words (excluding bibliographies) or equivalent (non-traditional component with accompanying exegesis of not less than 3,000 words).

### Learning Resources

The student will review literature and other resources appropriate to their chosen research field. The student may find the following social science research texts of assistance:

Bell, J. (1999). *Doing your research project: a guide for first-time researchers in education and social science* (3<sup>rd</sup> ed.). Buckingham: Open University Press.

## Site Based Project (108005)

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|                |              |   |
|----------------|--------------|---|
| Code<br>108005 | Level<br>8   | Prerequisites<br>Corequisites<br>(See Programme Leader) |
|                | Points<br>60 |   |

This site based research project allows students to integrate their advanced theoretical knowledge and research capabilities and apply these within an organisational context.

### Content

Students will work under the guidance of a site mentor (placement based) and a learning supervisor (AUT based) who will monitor the research project, ensuring it meets the needs of major stakeholders. The mentor and AUT supervisor will negotiate and fulfil a learning contract that specifies the substantive nature of the research project to be supervised during the placement.

### Learning Outcomes and Assessment Criteria

- Apply advanced knowledge and skills in an organisational setting
- Meet professional standards of practice in the organisation
- Critically evaluate the interface between theory and practice
- Consult effectively in identifying agency research needs
- Plan, undertake and report on a site based research project

Students will be assessed on their ability to

- Apply theoretical and conceptual knowledge to an investigation in a workplace setting
- Select and utilise appropriate research methodologies, e.g. programme evaluations and a range of qualitative and quantitative techniques
- Structure and manage a research project from inception to completion

### Learning and Teaching Strategies

Seminar presentations

Collaborate learning with academic/work-based supervisors

Group discussion

Independent research

Self directed study

Problem based learning

### Assessment Methods

One dissertation of approximately 15,000 words

## STAFF RESEARCH INTERESTS

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**Associate Professor Dr Anna Green**

**Rm WZ708                      Ext. 9693**

Oral history, qualitative methods, research supervision

**Dr John Buttle                      Ext. 8964**

**Rm WZ729**

Policing, Crime, Criminology, Public Perception of the Police and Crime, Rural Crime and Policing, and Criminal Justice matters.

**Professor Charles Crothers**

**Rm WZ703                      Ext. 8468**

Social theory, research methodology, sociology of science, studies of/within 'settler societies', social policy.

**Dr Heather Devere**

**Rm WZ709                      Ext. 5782**

Politics and ethics of friendship, refugee resettlement, human rights, women and the media

**Associate Professor Dr Eveline Dürr**

**Rm WZ728                      Ext 7001**

Social Anthropology, cultural identities and globalisation, transnationalism, urban studies, Latin America

**Dr Sharyn Graham Davies**

**Rm WZ714                      Ext. 8467**

Anthropology, Popular Culture in Asia, Engendering Culture in Southeast Asia, and Asian Studies

**Keryn McDermott**

**Rm WZ706                      Ext. 8403**

Refugee education, refugee resettlement, refugee communities, community development, cross-cultural research, methodology for working with vulnerable groups from diverse ethnicities, ESOL, literacy

**Dr Camille Nakhid**

**Rm WZ710                      Ext. 8401**

Minority students' achievement; identity; research methodologies; "intercultural" perceptions

**Dr Oksana Opara**

**Rm WZ722                      Ext. 5891**

Economics and finance.

**Dr Cristina Parra**

**Rm WZ726                      Ext. 8578**

Ethnic identity development, second-generation immigrants, evolutionary psychology, dehumanization, national identity and reconciliation

**Dr Evan Poata-Smith**

**Rm WZ7711                      Ext. 8503**

The politics of racism and ethnicity in contemporary New Zealand society; political economy, contemporary Māori protest politics, the politics of identity, 'ethnic' inequality, and the Treaty of Waitangi settlement process.

***Dr Gabriele Schaefer***

***Rm WZ727                      Ext. 8410***

Acculturation, ethnic relations, post-colonialism, family sociology, gender relations, social construction of couple relationships, romantic love, child abuse, spirituality/religion

***Dr Jane Verbitsky***

***Rm WZ711                      Ext. 5116***

Experiences of international students, the internationalisation of education within the context of globalisation, and problems of refugee resettlement

***Dr Robert Webb***

***Rm WZ730                      Ext. 7901***

Māori Crime and Criminology, Treaty of Waitangi, Social Theory

## **Supplementary Information 2007**

- **The University's Academic Calendar**
- **General Academic Regulations**
- **Other Postgraduate Information**
- **General Information**
- **Resources and Services for Students**

## The University's Academic Calendar

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The 2007 edition of the Academic Calendar can be found on the web at:  
[http://www.aut.ac.nz/about/news\\_and\\_information/academic\\_calendar/](http://www.aut.ac.nz/about/news_and_information/academic_calendar/)

The Calendar contains, amongst other things:

- the General Academic Statute
  - the overarching framework for all academic activity.
- the General Academic Regulations
  - the general requirements for all programmes.
- the Standard Qualification Regulations
  - the general requirements for the different categories of qualifications.
- the Programme Regulations
  - specific regulations and tables of papers for each individual programme.

## **The General Academic Regulations - Highlights**

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There are a number of areas covered in the General Academic Regulations which are worth specific mention in this Handbook.

### **Academic Progress**

See General Academic Regulations, Part 3, Section 7

- 7.1 In order to continue a qualification a student must pass at least half the points of the paper(s) currently enrolled in.
  - 7.1.1 Where this requirement has not been met, a student must apply to the examination board for a continuation of enrolment in the programme
- 7.2 A student who has twice enrolled in a paper and for both enrolments has not met the requirements of that paper must apply to the examination board for permission to re-enrol in that paper.
- 7.3 The decision of the examination board is final.

In relation to Section 7.1.1 the student should first approach the Postgraduate Programme Leader for information and advice.

### **Enrolment**

See General Academic Regulations, Part 3, Section 8

Of particular significance in this section is:

- 8.2 In order to be recognised as an enrolled student of the University, an applicant must have satisfied the following requirements....

Amongst which is:

- 8.2.5 paid all University fees and charges.....

### **Fees and Charges**

See General Academic Regulations, Part 3, Section 9

Of particular significance in this section is:

- 9.2 All fees and additional charges must be paid in full by the date specified on the invoice unless alternative arrangements have been agreed to in writing by the Academic Registrar.

### **(Student) Access to Services**

See General Academic Regulations, Part 3, Section 10

Students who fail to comply with admission and enrolment and fee payment requirements or who have been suspended or expelled from the University may have access to services provided by the University suspended.

## **Leave of Absence**

See General Academic Regulations, Part 3, Section 11

- 11.1 A student must apply to the examination board for leave of absence for one semester or more from a programme of more than, or equal to, 120 points.

In relation to Section 11.1 the student should first approach the Postgraduate Programme Leader for information and advice.

It is worth noting that no more than two consecutive semesters are allowed and the examination board will need to consider the maximum period of enrolment allowable for that programme as specified in the Standard Qualification Regulations (see Time Limits)

## **Changes to Enrolment**

See General Academic Regulations, Part 3, Section 12

Students should talk to the Postgraduate Programme Leader before making a decision about withdrawal.

## **Extension of Time**

See General Academic Regulations, Part 5, Section 5

- 5.1 The examination board may at its discretion grant an extension of time for the completion of a paper or an assessment within a paper according to the criteria set by the board of studies.

Any student who believes that they will require an extension of time should contact the Postgraduate Programme Leader as soon and as early as possible.

## **Reconsideration of Assessment**

See General Academic Regulations, Part 5, Section 6

- 6.1 A student who believes that an assessment of a particular item of work, test or examination has been incorrectly graded shall have that assessment reconsidered upon written request and the payment of any prescribed fee.
- 6.2 Copies of all pieces of written or other assessment, together with the assessment or marking schedule, shall be made available to students within the time designated for reconsideration

Students should talk to the Postgraduate Programme Leader concerning reconsiderations of assessments.

## **Appeals against Results**

See General Academic Regulations, Part 5, Section 7

An appeal relates to a final paper result rather than an individual item of assessment. Detailed criteria and procedures are included in the Calendar.

## **Dishonesty During Assessment or Course of Study**

See General Academic Regulations, Part 6, Section 2

- 2.1 The University Academic Regulations shall be breached if a student during an assessment and/or course of study:
- 2.1.1 copies from, or inappropriately communicates with, another person
  - 2.1.2 is found in possession of any unauthorised equipment or material
  - 2.1.3 plagiarises the work of another person without indicating that the work is not the student's own
  - 2.1.4 collaborates with others in the preparation of material, except where this has been approved as an assessment requirement
  - 2.1.5 resubmits previously submitted work without prior approval of the examination board
  - 2.1.6 uses any other unfair means

## **Complaints and Appeals**

Complaints - See General Academic Regulations, Part 6, Section 3

Appeal Against a Faculty Disciplinary Committee Decision - See General Academic Regulations, Part 6, Section 4

## **Standard Qualification Regulations**

See General Academic Regulations, Part 8

Each class of qualification (Doctoral Degrees, Master's Degrees, Undergraduate Degrees, Diplomas, Certificates, etc) has its own general regulations.

These are laid out in specific detail in Part 8 of the General Academic Regulations.

Postgraduate students should also be aware of the time limits applied to each qualification.

## **Time Limits**

| <b>Qualification/Time-frame</b>                  | <b>Normal</b> | <b>Minimum</b> | <b>Maximum</b> |
|--|---------------|----------------|----------------|
| <b>Doctoral</b>                                  |               |                |                |
| Full-time  | 48 months     | 24 months      | 72 months      |
| Part-time  | 72 months     | 48 months      | 72 months      |
| <b>240 point Master's</b>                        |               |                |                |
| Full-time  | 24 months     | 12 months      | 24 months      |
| Part-time  | 48 months     | 24 months      | 60 months      |
| <b>180 point Master's</b>                        |               |                |                |
| Full-time  | 18 months     | 18 months      | 18 months      |
| Part-time  | 36 months     | 24 months      | 48 months      |
| <b>120 point Master's (Master of Philosophy)</b> |               |                |                |
| Full-time  | 12 months     | 12 months      | 12 months      |
| Part-time  | 24 months     | 24 months      | 36 months      |
| <b>Postgraduate Diplomas</b>                     |               |                |                |
| Full-time  | 12 months     | 12 months      | 24 months      |
| Part-time  | 24 months     | 18 months      | 36 months      |
| <b>Postgraduate Certificates</b>                 |               |                |                |
| Full-time  | 6 months      | 6 months       | 12 months      |
| Part-time  | 12 months     | 12 months      | 24 months      |

## **Other Postgraduate Information**

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### **Thesis/Dissertation**

The thesis demonstrates the ability of the candidate to carry out supervised research in a sustained investigation, which contributes to the knowledge in the cognate areas of specialisation. A masters thesis, which is wholly in written form, is normally between 20,000 and 40,000 words (excluding bibliographies), depending on the topic and the specific research undertaken, with an upper limit of 60,000 words.

A dissertation involves a supervised scholarly investigation of an appropriate topic. This may be a small scale research study or may involve a critical analysis and evaluation of the literature pertinent to a selected topic. A dissertation is normally between 10,000 and 30,000 words (excluding bibliographies), depending on the topic and the specific research undertaken.

### **Thesis/Dissertation Proposal**

Students should start consulting with their Programme Leader about their topic proposal, at least three months prior to being enrolled in the thesis/dissertation. Negotiation and selection of a suitable topic depends on a number of factors including the availability of appropriate supervisors and research facilities.

The thesis/dissertation proposal that will be presented to the Postgraduate Committee can be downloaded. Form PG1: Postgraduate Thesis/Dissertation Research Proposal from the website: [http://www.aut.ac.nz/postgraduate/forms\\_and\\_handbooks.htm](http://www.aut.ac.nz/postgraduate/forms_and_handbooks.htm)

The Programme Leader will present the proposal to the Faculty Postgraduate Committee. The Committee will recommend approval of the topic and appointment of appropriate supervisors. The programme leader notifies students that their topics have been approved on receipt of confirmation from the Postgraduate Committee.

### **Thesis/Dissertations and Supervisors**

Thesis/dissertation students undertake their research under the direction of two supervisors (a principal supervisor and co-supervisor). The Postgraduate Handbook provides guidelines and the code of practice, guidelines for discussion and agreements between candidates and supervisors.

## Variation Of Record

Students may seek to change or vary their postgraduate record. This should be done in consultation with either their principal supervisor or programme leader using the Variation of Record Form (Form PG2). This can be downloaded from the website:

[http://www.aut.ac.nz/postgraduate/forms\\_and\\_handbooks.htm](http://www.aut.ac.nz/postgraduate/forms_and_handbooks.htm)

Types of changes requiring the use of the Variation of Record Form:

- Change to mode of study – full time/part time
- Change of supervisors
- Change of thesis/dissertation topic
- Major change to title
- Leave of absence
- Change to expected completion date

The following forms are available at this website:

[http://www.aut.ac.nz/postgraduate/forms\\_and\\_handbooks.htm](http://www.aut.ac.nz/postgraduate/forms_and_handbooks.htm)

- Form D17 - Recommendation for Admission to the Master of Philosophy
- Form PG1 - Thesis/Dissertation Research Proposal
- Form PG2 - Variation of Record
- Form PG3 - Postgraduate Candidate Progress Report
- Form PG4 - Appointment of Examiners for a Thesis/Dissertation
- Form PG5 - Lodgment of Thesis/Dissertation for Examination
- Form PG6 - Lodgment of Thesis/Dissertation in AUT Library
- Form PG7 - Creative Work - Exhibition/Performance Details
- Form PG8 - Amendments to Thesis as Required by Examiners

## Ethics

Most research projects involving human participants require approval from the AUT Ethics Committee (AUTEC). AUTEC ensures ethical standards are upheld. They investigate and learn from any complaints made about ethical standards in research or teaching.

If you are undertaking a research project involving human participants as part of your thesis/dissertation or site based project, you must apply to AUTEC to get approval. AUTEC will also give you advice and assistance with ethical standards.

For full details of the application process, guidelines and forms, see:

<http://www.aut.ac.nz/research/ethics/>

Ethics Exemplars of Information Sheet and Consent Form.

Available from: <http://www.aut.ac.nz/research/ethics/>

Students requiring the **National Form for Ethical Approval of a Research Project** can download the form directly from the Health Research Council of New Zealand website at:

[http://www.hrc.govt.nz/root/Ethics/Guidelines\\_and\\_Publications.html](http://www.hrc.govt.nz/root/Ethics/Guidelines_and_Publications.html)

## **General Information**

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### **Workloads**

Although classes are scheduled to minimise interference with work commitments, candidates should be aware of the additional demands that will be placed on their time, and on the challenges presented in achieving a balance between work, study and private life. Part time students engaged in full time employment must be able to commit substantial time to the programme.

### **Time Management**

Every effort is made by lecturers to arrange assessments to ensure students have a fair workload. However, because a specific amount of learning must take place before each assessment, there are times when assignments are due on closely grouped dates. It is up to students to plan ahead so that assessments can be submitted on time

### **Postgraduate Space**

A computer room on Level 7, 350 Queen St has been allocated for Postgraduate Students only. Students are welcome to use this room during office hours. Students also have access to the Postgraduate Centre on Level 5 of the Wellesley Campus Library. If you require help contact Robyn Ramage, the Research and Postgraduate Coordinator  
Phone: (09) 921-9999 ext. 8519, Fax: (09) 921-9996 Email: [robyn.ramage@aut.ac.nz](mailto:robyn.ramage@aut.ac.nz).

### **Research Seminars**

These are organised by the Faculty of Applied Humanities Research Office and the AUT Postgraduate Office and encompass a wide range of topics relevant to both postgraduate students and staff, such as ethics application procedures, getting published in academic journals, and planning and writing a thesis. Seminars are publicised through the Arts Postgraduate Student Email Network or you can look them up at:  
[http://www.aut.ac.nz/postgraduate/student\\_support\\_services.htm](http://www.aut.ac.nz/postgraduate/student_support_services.htm)

### **Library**

For full details of services, facilities, opening times etc - <http://www.aut.ac.nz/library/>

### **ARION**

Arion is the system used by AUT to store student records etc. The following facilities are available online:

- on line application
- update your personal and enrolment details
- check your current timetable
- secure fee payment
- course information
- view your academic results

<http://arion.aut.ac.nz>

For more information and assistance contact the student information centre email: [studentinfo@aut.ac.nz](mailto:studentinfo@aut.ac.nz) or phone: 921 9779

## **Resources and Services For Students**

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Pressures of student life can come from all angles...study choices and success, planning your career, health and welfare, financial difficulty, personal and cultural demands.

The Student Services team are a diverse group of people, here to help you make the most of your time at university. Support and advice is available for both new and advancing students alike, covering all aspects associated with student life.

For more information on any of the services available to you as an AUT student, contact the Student Information Centre below:

### **Student Information Centre**

Email: [studentinfo@aut.ac.nz](mailto:studentinfo@aut.ac.nz)  
Web: [www.aut.ac.nz/student\\_services](http://www.aut.ac.nz/student_services)

### **Learning Development - Te Tari Āwhina**

Email: [awhina@aut.ac.nz](mailto:awhina@aut.ac.nz)  
Web: [www.tetariawhina.info](http://www.tetariawhina.info)

### **Postgraduate Students**

The University Postgraduate Office coordinates a central series of workshops and seminars developed specifically for postgraduate students. Topics include: Managing Long Documents, End-Note, Research Ethics, Preparing a Literature Review, Doctoral Orientation Tours and many more!

All postgraduate students will be mailed a copy of the programme at the beginning of each semester. Registrations can be done online via:  
[http://www.aut.ac.nz/postgraduate/student\\_support\\_services.htm](http://www.aut.ac.nz/postgraduate/student_support_services.htm)  
or by email.

### **KEYS to success\_programme**

A range of FREE papers to assist you to attain the skills and information you need to get the most out of your life at university and beyond. Topics cover study skills, academic English and writing, personal development, your career, budgeting and finance, and leadership. Visit the website for more information and timetables.

Web: [http://www.aut.ac.nz/schools/education/keys\\_programme/course\\_information/default.htm](http://www.aut.ac.nz/schools/education/keys_programme/course_information/default.htm)  
Email: [studentinfo@aut.ac.nz](mailto:studentinfo@aut.ac.nz)  
Tel: 921 9779

### **ID Cards**

Upon full payment of tuition fees, your student ID card will be mailed to you. If you do not send in a photograph OR do not fully pay your fees, you will not receive your ID card. Contact your nearest Student Information Centre for more information.

### **Health and Wellbeing**

#### **Health Centres**

Web: [www.aut.ac.nz/student\\_services/health](http://www.aut.ac.nz/student_services/health)

## **Financial Support**

### **Fees**

Fee enquiries and payments can be made at the cashier's desk by cheque, cash, Eftpos, or major credit cards (except Diners). Credit card payments can also be made by telephone: 921 9930. Online payments can be made by visiting: [arion.aut.ac.nz](http://arion.aut.ac.nz)

Email: [student.info@aut.ac.nz](mailto:student.info@aut.ac.nz)  
Web: [www.aut.ac.nz/student\\_services/fees](http://www.aut.ac.nz/student_services/fees)  
Akoranga: AG Building Tel: 921 9779 Hrs: 8.00-4.30 M-F  
Wellesley: WA-Atrium Tel: 921 9779 Hrs: 8.00-6.00 M-T  
8.00-4.30 F

### **Studylink - Loans & Allowances**

Studylink staffs are available on campus for all student loan and allowance enquiries.

Web: [www.studylink.govt.nz](http://www.studylink.govt.nz)  
Akoranga: AS208 Tel: 0800 88 99 00  
Wellesley: WA-Atrium Tel: 0800 88 99 00

Please contact Student Information Centre for opening hours.

### **Financial Services**

Providing a comprehensive range of advisory services, funding opportunities, managing your finances, financial hardship support and a free 'KEYS to Financial Success' workshop.

Web: [www.aut.ac.nz/student\\_services/financial](http://www.aut.ac.nz/student_services/financial)  
Akoranga: AS208 Tel: 921 9999 x7376 Hrs: 8.00-4.00 M-F  
Wellesley: WB239A Tel: 921 9999 x8235 Hrs: 8.00-4.30 M-F

## **Scholarships**

A number of internally and externally funded scholarships are available to postgraduate students studying at AUT University.

Web: [http://www.aut.ac.nz/students/student\\_services/scholarships/](http://www.aut.ac.nz/students/student_services/scholarships/)

Email: [scholarships@aut.ac.nz](mailto:scholarships@aut.ac.nz) or phone: (09) 921 9837

## **Internet, Intranet and E-Mail Policy**

This is not optional:

[http://www.aut.ac.nz/staff/policies/pd\\_policy.php?policyid=100257](http://www.aut.ac.nz/staff/policies/pd_policy.php?policyid=100257)

## **Use of Computers**

### **1. Virus Issues**

AUT is not responsible for any viruses transferred from AUT to student's home computers. Whilst we use anti-virus software in our labs, it is your responsibility to look after your home computer.

### **2. Security in the Labs**

Please follow this advice:

- i. Do not download files off the Internet.
- ii. If you really must download files from the internet, scan them for viruses before running.
- iii. Do not run email attachments (greeting cards, etc).
- iv. Always save email attachments (e.g. a word file) to disk first.
- v. Scan and only open if it is clean.
- vi. The only protection is to make multiple backups of your files.
- vii. Do not rely on any one disk.
- viii. Scan files regularly for viruses.

There are no easy answers to the virus problem. As long as there are deviant minds creating them, we have to be vigilant against them.

### **3. Software**

**DO NOT** bring software in from home. Using pirated software on AUT computers is a serious offence and will be dealt with accordingly.

## **Referencing Using APA**

### **What is referencing?**

When you are writing as a student or a professional (e.g. in essays or reports), you will frequently be expected to **refer** to the work of other writers/experts in your subject area (**sources**), and formally acknowledge them by including their identifying details. This is called **referencing, or citing**. When writers say that **sources** are **cited** in a text, they mean other people's ideas have been referred to, often to back up or develop a point being made.

**It is essential to include the source's details next to your citations / references. Failure to do this is called plagiarism.** Plagiarism is regarded as a very serious offence. Learning to reference correctly is your best protection against charges of plagiarism.

There are a number of referencing systems used in different subject disciplines. They are very detailed, and it is well worth learning how to reference properly using one system. **Good quality academic and professional writing is always referenced correctly.**

### **What is APA?**

The AUT Faculty of Applied Humanities uses the APA (American Psychological Association) system of referencing for pre-degree and undergraduate degree programmes. It requires reference details to be included in the text itself, not put into footnotes as some other systems do.

Other basic elements of APA referencing are given below. For information which is not covered here you will need to consult the most recent edition of the *Publication Manual of the American Psychological Association* which you will find in the High Demand or Non Fiction (Dewey 808) sections of the university library.

Try this helpful web site:

[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)