

CHILDHOOD STUDIES 2011-12

Large print versions are available of this handbook—
please ask.

Childhood Studies

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Note: The handbook does not supersede the University *Regulations*, nor the formal requirements for each degree as set out in the University's Postgraduate Study Programme in the Calendar, nor the Terms and Conditions of Admission set out in the Postgraduate Prospectus. Every effort has been made to ensure that the information contained in this Handbook was correct at the time of going to press, but the handbook does not form part of any contract between University and student.

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KEY DATES

What	When	Where
Children, Childhood and Children's Rights: Theory into Practice (Semester 1)	Tuesdays 2.00-3.50 p.m. 20 th September – 29 th November 2011	Seminar Room 6, Chrystal Macmillan Building
Listening to Children: Research and Consultation (Semester 2)	Wednesdays 2.00-3.50 p.m. 18 th January – 20 th March 2012	Seminar Room 4, Chrystal Macmillan Building
Children, Childhood and Children's Rights: Law, Policy and Practice (Semester 2)	Wednesdays 4.30-6.30 p.m. 18 th January – 20 th March 2012	Seminar Room 5, Chrystal Macmillan Building
Submit 'note of interest' on proposed MSc dissertation	Wednesday 21 st February 2012	through e-mail to Kay Tisdall
FOR FULL-TIME and SECOND YEAR PART-TIME STUDENTS Deadline for dissertation submission in 2012	Friday 17 th August 2012 by 4 p.m.	Graduate School of Social & Political Science, Room 1.21 Chrystal Macmillan Building 15A George Square and through e-mail.

INTRODUCTION

WHAT'S IN THE HANDBOOK?

This Handbook contains information **specific to Childhood Studies** for students studying for the MSc/ Diploma in Childhood Studies. It explains our research training activities and talks about the arrangements for supervision of students and reviewing progress.

You should read this handbook in conjunction with:

Research Training Courses: This sets out the Graduate School programme of generic social research training, and its workshops in advanced research skills. It also provides information on the wide range of training in generic and transferable skills available across the University.

Taught MSc Handbook: This provides information on resources and entitlements for Graduate School students and on supervision, upgrading and other formal requirements for the progress of all research students. It also describes the School's procedure for ethical review of postgraduate research projects.

For your MSc year, the **Code of Practice for Taught Postgraduate Programmes** which can be found on the University website:

<http://www.docs.sasg.ed.ac.uk/AcademicServices/Codes/CoPTaughtPGProgrammes.pdf>

ABOUT CHILDHOOD STUDIES

Childhood Studies is a vibrant, interdisciplinary area. Children are no longer seen as simply passive recipients of services and care but as active participants in their own lives and the lives of others. This change is underpinned by the United Nations Convention on the Rights of the Child, which is the most ratified convention in the world.

The University of Edinburgh is well-placed to capitalise on the strengths of childhood studies. It has active undergraduate and postgraduate Childhood Studies degrees, a growing programme of continuing professional development, and a thriving cross-University network. We work across disciplines – from social policy to geography, from anthropology to psychology, from law to health studies – bringing together staff from around the University for research and teaching.

Childhood Studies is one degree offered through the Social Policy subject group. You thus have access to particular resources applicable to Childhood Studies – for example, the Centre for Research on Families and Relationships (<http://www.cfr.ac.uk>) seminars and postgraduate support groups – and to Social Policy resources and training – such as the Doctoral Seminar Programme for all Social Policy research students.

For further information on Social Policy, see <http://www.socialpolicy.ed.ac.uk>.

We have an active and cosmopolitan community of graduate students, studying for the degrees of PhD, MPhil and MSc. In a typical year, we have about 30 students MSc and

PhD students working in the area of Childhood Studies, with at least another 30 students undertaking taught policy degrees or research degrees in Social Policy.

TRAINING IN CHILDHOOD STUDIES

We offer all students an integrated programme of training in research and other skills. Part-time students follow the same sequence but do so over twice the period of time.

Your MSc degree is designed to give you a firm grounding in theory, policy and research as it relates to the interdisciplinary area of Childhood Studies. It combines training in quantitative and qualitative social research skills, with specific training in advanced research and consultation methods with children and young people. It also provides other skills and knowledge useful for you should you want to proceed immediately on graduation into other employment. Past students have taken up positions working directly with children and young people, policy positions with local, national or international organisations in both the voluntary and statutory sectors, and research posts.

The year can be taken as a stand-alone MSc/ Diploma in Childhood Studies or as the first year towards a MPhil or PhD. To obtain the MSc, you must submit a 15,000 word dissertation; if you are planning to progress further onto a MPhil or PhD, the dissertation should be in the form of a research proposal for future work.

PROGRAMME AND STRUCTURE – MSC IN CHILDHOOD STUDIES

AIM

Taking an inter-disciplinary approach, this degree aims to provide an advanced understanding of how theories, policies and practice conceptualise 'childhood' and opportunities for critical review and analysis of how well they meet the needs and rights of children. It provides the opportunity to develop skills in research and consultation with children and young people.

OVERALL DEGREE LEARNING OBJECTIVES

By the end of the degree, combining both taught and independent learning, you should:

- Be able to provide a critical evaluation of a range of conceptual frameworks of 'childhood', 'child development' and 'children's rights', across academic disciplines
- Know and be able to discuss critically the key principles of the UN Convention on the Rights of the Child
- Be able to evaluate the congruence between selected legislation, policy and practice and conceptualisations of 'childhood' and children's rights
- Have developed knowledge and analytical perspectives on particular areas of legislation, policy, theory and practice that affect children
- Have knowledge of ethical and practical considerations in working directly with children and young people, whether in service provision, consultations or research
- Have participated in group discussions and been involved in active group learning
- Have gained experience in accessing and critically analysing policy documents and reports, including web resources
- Have gained experience in the critical analysis of statistics and research reports/papers
- Have undertaken advanced research training in social science skills

In order to meet these objectives, you are not only required to attend courses but are also expected to undertake a minimum of 3 hours a week of independent study for each session of a course.

As part of the ethical procedures of the School of Social & Political Science (SSPS), you may be required to undergo a criminal convictions check through Disclosure Scotland. This will be required of students who take courses, or propose to undertake projects/ dissertations/ placements, which involve particular types of contact with children, young people or 'adults at risk'. SSPS permission to undertake these activities will be dependent on the results of the check. Students are responsible for the payment of the Disclosure Scotland checks. Other checks may be required for international students.

SSPS reserves the right to require further checks at regular intervals. Further information about this procedure, and associated guidelines on data protection, can be obtained from the Graduate School of SPSS in the first instance.

STRUCTURE

All students will take six semester-length courses (or their equivalent).

Four core courses will normally be required:

1. Children, Childhood and Children's Rights: Theory into Practice (Semester 1)
2. Choice of one of 2 research methods courses:
 - Core Quantitative Data Analysis 1 and 2 (Semester 1) or
 - Research Skills in the Social Sciences: Data Collection (Semester 1)
3. Children, Childhood and Children's Rights: Law, Policy and Practice (Semester 2)
4. Listening to Children: Research and Consultation (Semester 2)

Two option courses will be required, taken from the list below or in agreement with your Programme Director.

You should not submit substantively the same piece of work for assessment in more than one course, although elements of the research proposal from Listening to Children can be revised and included within the MSc dissertation.

EXEMPTION FROM RESEARCH SKILLS TRAINING

If you can demonstrate expected levels of research skills in particular areas you can, with the agreement of the Programme Director, claim exemption from particular parts of the research skills requirement. You would then be expected to take other course units in place of any from which you have an exemption.

FULL-TIME AND PART-TIME STUDENTS: TIMETABLE

The full-time programme of study begins in September 2011 and extends over 12 months (8 months for the Diploma). The dissertation is begun in Semester 2.

The part-time programme of study begins in September and normally extends over 24 months (21 months for the Diploma). The dissertation is begun at the end of Semester 2 in Year 1. In their first year, part-time students should take (unless otherwise agreed with the Programme Director):

1. Children, Childhood and Children's Rights: Theory into Practice (Semester 1)
2. Choice of one of 2 research methods courses:
 - Core Quantitative Data Analysis 1 and 2 (Semester 1) or
 - Research Skills in the Social Sciences: Data Collection (Semester 1)
3. Listening to Children: Research and Consultation (Semester 2)

Part-time students can also choose to take Children, Childhood and Children's Rights: Law, Policy and Practice (Semester 2) in their first year.

DELIVERY

The Graduate School of Social & Political Science provides generic training, while the subject-specific training is delivered through the Childhood Studies core courses and the network of expert courses throughout the University. The modes of delivery in different components have been designed around four key considerations:

1. Methods and methodology should not be abstracted from their theoretical or epistemological context
2. Training should emphasise hands-on competence
3. Wherever possible training should focus on the area of the students' own interests
4. The training should be as flexible as possible, within the constraints of the Programme

Most course options are taught in the form of seminars. There is no standard format amongst the various options but seminars usually include an introduction to the topic, structured discussion and student involvement. Options will generally be taught for 2 or 3 hours during weeks 1-10 or weeks 1-11.

The core courses take a similar approach, with additional methods such as observation and/or participation in policy activities (e.g. attending and analysing a Scottish Parliament debate on a child-related issue) and the use of video and media materials. You will be expected to undertake independent study, including preparation for taught sessions, attendance at relevant University seminars, and you are encouraged to attend relevant external events relating to children's issues (e.g. public debates and conferences).

The range of students' experiences is extremely valuable in these courses, with the benefits to all of being willing both to listen and to contribute.

DISSERTATION

The dissertation is a less structured and more independent form of study, with the supervisor to guide students through key decisions. The supervisor's and your rights and responsibilities during the dissertation stage are described in section 7.2 of the *Code of Practice for Taught Postgraduates*.

Three kinds of dissertations are permitted for the MSc in Childhood Studies.

1. Research proposal. This will typically include the standard elements of a research proposal, as you have learnt in the *Listening to Children* course, and may involve some fieldwork (e.g. piloting a particular method). It is a substantial piece of work, reflecting the requirements to plan for a MPhil or PhD dissertation.
2. Pilot project in preparation for PhD project (which could include one or more elements of 3 below).
3. A stand-alone project based on:
 - a. Analysis of documents, such as policy documents or agency records
 - b. Analysis of secondary data (quantitative or qualitative data)
 - c. Fieldwork involving the collection of primary data from people.

It is expected that students intending to proceed to a MPhil or PhD, following their MSc, should undertake either option 1 or 2. All of the above dissertation types are equally valued. A dissertation that is solely a literature review will not meet the requirements for the MSc in Childhood Studies.

The Taught MSc handbook, available from the Graduate School, has further advice on the dissertation. In Semester 2, you will be given specific guidelines for MSc in Childhood Studies' dissertations in 2011-12.

COURSES 2011-2012

You should discuss with the Programme Director which research course(s) you will take. One or more methods courses offered in the Doctoral Programme/ MSc by Research Courses can also be taken as an option. With the agreement of the Programme Director, you may also select from among the courses offered within the programme of the Graduate School (see <http://www.sps.ed.ac.uk/gradschool/intranet/timetable>), or exceptionally another course outwith.

It can take some searching, but information on courses outwith the Graduate School of SPSS can be found through: https://www.star.euclid.ed.ac.uk/ipp/cx_colhss.htm Students should be aware that a standard 'course' is 20 credits and should be at level 11 or above (postgraduate level).

Please note that, for all non-core options, you are expected to write their essays or similar assessments on childhood studies-related topics.

Notes about particular courses:

- Youth, Crime and Justice: In determining whether you will be permitted to take the course, account will be taken of the nature of your first degree and its relevance to the subject-matter of the course.
- Counselling for Children and Young People: This is open to those with a qualification in counselling or equivalent, or professional experience of working with children and young people and an interest in therapeutic practice.

There are 4 options listed, in Semester 1, that are 10 credits (marked with *). If you choose one of these, you will need to select another one as well, to equate to a 20 credit course. This applies to:

- Globalisation and public health
- Health policy analysis
- Introduction to health systems
- Public health and health inequalities

We have sought to be as accurate as possible on course times, start dates and locations. However, these can be changeable. Please do double-check any courses that you plan on attending, before you go. Courses can be all around the University – university building maps can be found at <http://www.ed.ac.uk/maps>

SEMESTER 1**Core Courses**

PGSP11209 *Children, Childhood and Children's Rights: Theory into Practice*, Kay Tisdall, Tuesdays 2.00-3.50 p.m, Seminar room 6, Chrystal Macmillan Building

SCIL11009 *Core Quantitative Data Analysis 1 and 2*, Ross Bond, Wednesdays 09:00 – 11.00, Lecture Theatre, Medical School, Teviot, plus workshops

OR

PGSP11016 *Research Skills in Social Sciences: Data Collection*, Richard Freeman, Mondays 9.00-11.00, Lecture Theatre, Medical School, Teviot, plus workshops.

Optional courses

PGSP11071 *Anthropology of Health and Healing*, Rebecca Marsland, Wednesdays 9.00-10.50, Room 8.13, David Hume Tower

PGSP11104 *Comparative Analysis in Social and Public Policy*, Jochen Clasen, Mondays 2.00-4.00, Room 1.B01, Forrest Hill,

CNST11034 *Counselling Children and Young People*, Seamus Prior, Tuesdays 9:00-1:00 (4th Oct to 22nd Nov), Tuesdays 2.00-5.30 (starts 4th October), Forrest Hill, Room D01

EDUA11186 *Developmental Disabilities*, Katie Cebula, Starts week 1 - Mondays 10.00-12.30 (except week 2, 11-1.30), Patersons Land 1.37

EDUA11188 *Ethics and Education: The normative dimensions of education*, Professor Morwenna Griffiths, Tuesdays 10.00-12.30 a.m., Paterson's Land 1.18

IPHP11009 *Globalisation and public health*, Jeff Collin, Block 2 (week 6), Lecture: Thursday 10.00-10.50, S1, 7 George Square. Seminars: Thursday 11:10-13:00 M2B Appleton Tower or Thursday 16:10 -18:00 Forrest Hill 2.C27, or Friday 09:00-10:50 Forrest Hill 1.B09 or Friday 11:10-13:00 Forrest Hill 1.B09 [note must be combined with another 10 credit course].

IPHP11008 *Health Policy Analysis*, Jeff Collin, Block 1(week 1) Lecture: Thursday 10.00-10.50, Faculty Room South, David Hume Tower. Seminars: Thursday 11:10-13:00 G.05, Appleton Tower or Thursday 16:10 -18:00 Room 1.4, 22 Buccleuch Place, or Friday 09:00-10:50 Room 2.04 Appleton Tower or Friday 11:10-13:00 Room 2.04, Appleton Tower [note must be combined with another 10 credit course].

PGGE11049 *International Development*, Paul Van-Gardingen, Thursdays 9.00-13.00, Room 4, Crewe Building's Annex, Kings Buildings

EDUA11011 *International Perspectives on Education and Training*, Gari Donn, Wednesdays 2:00-4:30, Paterson's Land 1.37

IPHP11012 **Introduction to Health Systems*, Mark Hellowell, Block 2, weeks 6 to week11)Tuesdays – lecture 14.00-15.50, Faculty Room South, DHT. Seminar groups on Mondays 14:00-15:50, Room 2.01 Geography Building or Mondays 16:10-18:00, Room

2.01 Geography Building or Tuesdays 14:00- 15:50, S1, 7 George Square or Thursdays (16:10-18:00) S1, 7 George Square [note must be combined with another 10 credit course]

PGSP11240 *Politics and theories of international development*, James Smith, Tuesday, 11:10-1:00pm until 29th Nov 2011. Faculty Room North, David Hume Tower

IPHP11013 * *Public health and health inequalities*, Sarah Hill, Block 1, Thursdays – lecture 2.00-2.50, LT2, Appleton Tower, Seminars: Thursdays 11:10-13:00pm, Room 2.14 Appleton Tower, or Thursdays 16:10-18:00 Room 4.18, David Hume Tower, or Mondays Room G.14, Medical School, Teviot, or Mondays 11:10-13:00, room S1, 7 George Square [note must be combined with another 10 credit course]

SEMESTER 2

Core courses

PGSP11012 *Listening to Children: Research and Consultation*, Susan Elsley and Kay Tisdall, Wednesdays 2.00-3.50 p.m., Seminar Room 4, Chrystal Macmillan Building

PGSP11210 *Children, Childhood and Children's Rights: Law, Policy and Practice*, Susan Elsley Wednesdays 4:30pm-6:30pm. Seminar Room 5, Chrystal Macmillan Building

Optional courses

PGSP11072 *Anthropology and International Health*, Ian Harper, Wednesdays 9.00-10.50, Seminar Room 6, Chrystal Macmillan Building

EDUA11034 *Child and Adolescent Development*, Jo Williams, Mondays 10.00-12.30 Patersons Land 1.37

PGSP11255 *Development Research Methods*, Barbara Bompani, Thursdays 4.00-6.00, Room 3.D01, Forrest Hill

EDUA11236 *Education for All*, Laura Mitchell, Week 1, Thursday, 17:30 - 19:30, Zone: Moray House. Online session

EDUA11187 *Education Policy and the Politics of Education*, Dr Gari Donn, Tuesdays 10.00-12.30, Patersons Land 1.18

EDUA11006 *Educational Planning and Administration*, Dr Brian Martin, Iris Chiang, Wednesdays 2:00 - 4:30, Paterson's Land 1.37

EDUA11005 *Education and Training Systems of the UK*, Professor David Raffe, Mondays 2.00-4.30, St John's Land 4/22

PGSP11184 *Kinship: Structure and Process*, Janet Carsten, Wednesdays 11:00 – 13.00, Seminar Room 2, Chrystal Macmillan Building

EDUA11105 *Philosophical Foundations of Educational Theory, Policy and Practice*, Professor Morwenna Griffiths, Thursdays 2:00-4:30, St John's Land 4.22

PGSP11208 *Research Design*, Sortiria Grek, Lectures: Thursdays 2.00-3.00, Lecture Theatre C David Hume Tower, groups either Thursdays 3.00-4.00 or 4.00-5.00, various locations.

PGSP11250 *Roots of African poverty and development*, Dr Gerhard Anders, Lectures: Tuesdays 11.00-13.00, Seminar room 2, Chrystal Macmillan Building

IPHP11002 *Social Determinants of Health and Public Policy*, Sarah Hill, Lectures: Thursdays 2.00-2.50, 3.D01 Forrest Hill. Seminars: Thursdays 4:00-5:50, room 3.10 Dugald Stewart Building, Fridays 09:00-10:50, room 4.18, DHT or Fridays 11:10-13:00, room 4.18, DHT

LAWS11102 *Youth, Crime and Justice*, Anna Souhami, Tuesdays 11:10 –13:00, location TBC

CORE COURSES – DESCRIPTION

PGSP11209 Children, Children and Children's Rights: Theory into Practice

Course convenor: Kay Tisdall, Social Policy

Time/Place: Tuesdays, Semester 1 weeks 1-11, 2.00-3.50 p.m. Seminar Room 6, Chrystal Macmillan Building

Level

This intensive course is offered at an introductory postgraduate level, expecting students to have either a practical or academic background in children's issues. This course is required for students undertaking the MSc/ Diploma in Childhood Studies.

Content

This course will explore complementary and contrasting conceptualisations of 'childhood', developed historically and co-currently, in a range of academic disciplines. The exploration will be grounded in practice and policy examples, to illuminate their assumptions and potential impact.

Learning Objectives

By the end of the course, combining both taught and independent learning, students should:

- Know and be able to provide a critical evaluation of a range of conceptual frameworks of 'childhood', 'child development' and 'children's rights', across academic disciplines
- Know and be able to discuss critically the key principles of the UN Convention on the Rights of the Child
- Have experience in evaluating particular areas of legislation, policy and practice that affect children
- Have participated in group discussions and been involved in active group learning

Assessment

A 4000 word essay will be required for formal assessment. Students may also be asked to undertake formative assessment and otherwise prepare for course sessions.

SCIL11009 Core Quantitative Data Analysis for Social Research

Course Convenor: Dr Ross Bond (Sociology)

Time/Place: Wednesdays, Semester 1, 09:00 - 10:50, Lecture Theatre, Medical School, Teviot, plus computer based workshops

Content

The course will cover descriptive and exploratory data analysis principles of inference, measures of association and elementary multivariate analysis. Course content will include: the structure of social science data - cases, variables, values, data sets and missing data; levels of measurement, univariate data analysis including frequency distributions and the graphical representation of data; measures of central tendency, dispersion and variability; normal distribution, standard scores and regrouping variables; distributions and confidence intervals and population variance; hypothesis testing and significance tests; tabular data and measures of association between categorical variables, correlation and regression; the use and interpretation of multivariate data and data management and analysis using statistical software (SPSS).

Learning objectives

By the end of the course students will:

- Be able to understand and apply a range of quantitative methods and tools
- Understand the logic of statistical description and inference
- Know how to interpret basic statistics
- Have a thorough grounding in descriptive and exploratory data analysis techniques
- Provide a full account of descriptive statistics for 1 and 2 variables
- Understand statistical modelling and be capable of using SPSS for Windows to perform advanced statistical analysis
- Be able to understand and apply multiple linear regression analysis
- Be able to fit and interpret models for categorical dependent variables
- Have experience of working with large data sets
- Understand how to access information about data sources
- Have experience of utilising web-based resources for learning
- Be able to efficiently access IT resources
- Have an understanding of the capabilities of computer software for statistical analysis

Assessment

Assessment at the end of part 1 is by means of a multiple choice exam (50%).

Assessment at the end of part 2 is by means of a take home exercise (50%).

PGSP11016 Research Skills in the Social Sciences: Data Collection

Course Convenor: Dr Richard Freeman

Time/Place: Mondays, 9:00 - 10:50, Lecture Theatre, Medical School, Teviot, plus workshops

Content

The course aims to train social science postgraduate students in a range of key research skills. In particular it aims to ensure that all students completing the course are able, in the ESRC's phrase, to 'demonstrate proficiency' in certain key methods of data collection. The course will cover all the areas of data collection prescribed in Section E (Framework for Methods Training) in the 2001 edition of the ESRC Postgraduate Training Guidelines.

Learning Objectives

By the end of the session, all students taking the course will

- be competent in understanding and applying a range of research methods and tools
- understand the significance of links between theory and method, and the epistemological implications of particular methodological approaches to social research

The range of research methods and tools covered will include the following quantitative and qualitative methods of data collection: questionnaire and survey design, interviewing, focus groups, use of the internet for data gathering

Assessment

To complete the course, students will have to successfully complete a range of practical tasks in the following areas: Data collection: interviewing, questionnaire design, survey design, focus groups, data recording and transcription.

PGSP11210 Children, Childhood and Children's Rights: Law, Policy and Practice

Course convenor: Susan Elsley, Social Policy

Time/Place: Wednesdays Semester 2, 4.30-6.30 p.m. Seminar Room 5, Chrystal Macmillan Building

Level

This intensive course is offered at an introductory postgraduate level. It is expected that students will be familiar with theoretical conceptualisations of 'childhood', either through attending the Semester 1 course 'Children, Children and Children's Rights: Theory into Practice' or by undertaking additional reading in preparation for the course.

This course is required for students undertaking the MSc/ Diploma in Childhood Studies.

Content

This course will use the concepts of 'childhood', 'rights' and 'children's rights' to consider critically law, policy and practice that affect children, within such areas as education, family-workplace, juvenile justice and other social work services, and health.

Learning Objectives

By the end of the course, students should:

- Have knowledge of a range of conceptual frameworks of 'childhood' and 'children's rights', across academic disciplines
- Know and be able to discuss critically the key principles of the UN Convention on the Rights of the Child
- Be able to evaluate the congruence between selected legislation, policy and practice and conceptualisations of 'childhood', 'child development' and children's rights
- Have developed knowledge and analytical perspectives on particular areas of legislation, policy and practice that affect children
- Have participated in group discussions and been involved in active group learning
- Have gained experience in accessing and critically analysing policy documents and reports, including web resources

Assessment

The equivalent of a 4,000 word policy analysis will be required for formal assessment. Students may also be asked to undertake formative assessment and otherwise prepare for course sessions.

PGSP11012 Listening to Children: Research and Consultation

Course convenor: Susan Elsley and Kay Tisdall, Social Policy

Time/Place: Semester 2, Wednesdays 2.00-3.50 p.m., Seminar Room 4, Chrystal Macmillan Building

Level

This intensive course is offered at an advanced level, expecting students to have knowledge of research design and both qualitative and quantitative methods. It is recommended that students have taken 'Research Skills in the Social Sciences', prior to taking this course, or the equivalent. This course is required for students undertaking the MSc/ Diploma in Childhood Studies.

Content

Building on a prior foundation in social research methods and research design, it aims to enable students to undertake empirical research with children, for their MSc dissertation if desired. This course aims to heighten students' awareness of ethical consideration in undertaking research with children and familiarity with approaches to research that have been tailored to children.

Learning Objectives

By the end of the course, combining both taught and independent learning, students should:

- Know the range of ethical considerations in undertaking research and consultation with children and be able to evaluate various methods to ensure ethical research and consultation take place
- Be able to reflect critically on the impact of different conceptual understandings of childhood underlying research on children.
- Be sensitive to variations amongst children (by such factors as disability, gender, cultural and linguistic backgrounds, and age), that potentially affect research and consultations with them
- Be aware of various methods by which to elicit views from children and to evaluate the methods' limitations and advantages
- Have an informed view on the extent to which conducting research with children is significantly different from conducting research with adults.

Assessment

A 4000 word research proposal of research with or about children/ young people, with an element of direct fieldwork with children and young people. If students are undertaking a research proposal for another course, they must distinguish between them.

Students are also expected to undertake preparatory exercises for individual sessions, including use of the on-line resources.

OPTIONAL COURSES – DESCRIPTION

PGSP11071 Anthropology of Health and Healing

Medical Anthropology is concerned with experiences and practices of health, illness, and healing in different social and cultural settings. One of anthropology's most rapidly growing sub-disciplines, medical anthropology explores both traditional healing and modern medical technologies. It looks at how healing forms address both old ills and emerging health problems associated with social change. This course introduces the students to the key issues in medical anthropology and gets them engaged with the field's distinctive perspective on health and healing. Convenor: Dr Rebecca Marsland

PGSP11072 Anthropology and International Health

Anthropology increasingly deals with issues of international health. On the one hand, anthropologists who work in applied contexts aim at translating public health knowledge and policy into effective action. Simultaneously, many anthropologists reflect critically on how governmental health initiatives are increasingly central to everyday life and how health organisations are unfolding a transnational 'government of the body'. In this course, we explore the tension between these different standpoints along case studies on how anthropology engages with international health agendas. Convenor: Dr Ian Harper

EDUA11034 Child and Adolescent Development

This has been designed as a generic module which takes a psychological approach to development from early childhood to adolescence. It offers an opportunity to extend and update understanding of development acquired in initial professional education/training. It may also be taken by those whose previous studies have not included development issues. Convenor: Dr Joanne Williams

PGSP11104 Comparative Analysis in Social and Public Policy

This course will introduce students to the challenges of making comparative analyses of and for social policy development. It will give them opportunities to develop their analytic and methodological skills for comparative analysis. It will consider on main focii of comparative analysis of welfare states, of regions and nations, and of particular policies. These subject will examined from an analytic perspective which explores some key themes such as role of context and constraints, the analysis of policy choice, the influence of values and institutions, and the processes of learning and policy transfer. The course will be taught largely through seminar. Examples will primarily reflect the research interests of staff though students will be encouraged to bring and develop their own comparative interests. Convenor: Professor Jochen Clasen

CNST11034 Counselling Children and Young People

This course provides a comprehensive exploration of the practice of counselling children and young people, as conceptualised within the person-centred approach and psychodynamic perspectives. Grounded in theoretical understandings of child and adolescent emotional and psychological development, the course examines the therapeutic relationship and process, and the adaptation of approach required, when working with young people. Topics include differentiating developmental and therapeutic needs, the impact of childhood abuse and neglect, understanding and working with family systems, the social and political contexts of therapeutic practice with children and young people, and interdisciplinary practice. A distinctive feature of the course is its focus on non-

verbal therapeutic approaches, introducing students to methods and techniques from play, art and drama therapy. Students are required to draw on their own therapeutic work within class sessions. The ethical and confidentiality issues raised by this are discussed in the first session. Convenor: Seamus Prior.

EDUA11186 Developmental Disabilities: A Psychological Approach

This course takes a psychological perspective on understanding cognitive and social development in infants, children, and young people (and in some cases adults) with intellectual/developmental disabilities, including autism spectrum disorder (ASD), Down's syndrome, fragile X syndrome, Williams syndrome and non-specific intellectual disabilities. The course will explore: how knowledge of developmental disabilities can inform, and be informed by, theories of 'typical' development; the key theoretical approaches used to understand developmental disabilities; the developmental trajectories of cognitive and social skills in a range of developmental disabilities and whether these are quantitatively or qualitatively different from typical development; the implications of developmental disabilities for young people's quality of life/socio-emotional well-being, for interventions and education, and for family adjustment. Throughout the course there will be a focus on both classic and recent research findings, and through this, participants will develop an awareness of relevant research methods, of the potential applied value of research findings, and of the ethical issues surrounding research in this field. Convenor: Dr Katie Cebula

PGSP11255 Development Research Methods

This course will investigate epistemological and methodological approaches to the theorisation and practice of development. In part this course will form a history of development practice as methodological approaches and the thinking underpinning them have evolved, and will reflect the major shifts in development thinking. This course will provide a reflection of the ways in which scientific and social scientific concepts are used to develop particular images of the developing world and how it ought to be developed. For example what do we mean by 'poverty', 'family' and 'community' what can different conceptualisations of these terms tell us about some of the differences and problems that beset and underpin 'development'. Convenor: Dr Barbara Bompani

EDUA11005 Educational Training Systems in the UK

The course will cover the main institutions and structures of UK education, and will explore the differences among the systems of Scotland, England, Wales and Northern Ireland, with particular emphasis on the Scottish and English systems. It will examine different ways of conceptualising an 'education system', consider what it means for a system to be 'distinctive' and identify distinctive features of Scottish and/or British education. It will use the examples of the UK systems to illustrate how comparative analysis may illuminate current policy issues (such as comprehensive education and post-16 reform) and issues of educational change, convergence and divergence. Students are encouraged to contribute their experience of other systems with which they are familiar. Convenor: Professor David Raffe.

EDUA11014 Education for All

The course offers an opportunity to critically explore theoretical perspectives of 'Social Justice' in the development and delivery of human services [Education/Social Work/Health]. It centres around 3 inter-related themes:

1. 'Inclusion' is a human rights issue founded on the principle of social equity and justice, as enshrined in international legal conventions. It represents a positive valuing of the

immense difference and diversity that characterises human experience in terms of gender, disability, class, race and other distinguishing factors;

2. The main roots of 'social exclusion' are to be found in interpersonal and systemic discrimination, frequently exerted via unexamined habitual institutionalised practices as well as the conscious misuse of power, rather than in individual deficits, dysfunctional lifestyles and prejudice;

3. 'Discrimination' of various types is socially constructed, context-specific and multi-faceted. 'There must be an unequivocal acceptance of the problem of institutional racism and its nature before it can be addressed, as it needs to be, in full partnership with members of minority ethnic communities' [MacPherson, 1999,6.48]. The same would apply to discrimination on other grounds. The themes will be approached through critical review of concepts, examining the meanings brought from personal and professional settings, historically and between disciplines. Convenor: Laura Mitchell

EDUA11006 Educational Planning and Administration

This course aims: to enable the critical examination of trends and directions in educational administration, planning and management in their social, educational and political contexts; to facilitate the critical appraisal of a range of theories relevant to the study and practice of administration, planning and management in education; to relate theoretical considerations to current substantive problems and issues. Convenor: Dr Brian Martin

EDUA11187 Education Policy and the Politics of Education

This course focuses on the politics of education and education policy. In so doing, it applies concepts from the policy literature within the social sciences (policy cycle, policy text production, policy implementation, the state, new public management) to the study of education policy. Education policy is also located within the politics of education and set against changing policy settlements since the second world war (e.g. Keynesianism, Neo-liberalism and 'Third Way' politics). Doing policy analysis in education, including issues to do with methodologies and epistemologies, is a further topic dealt with. The course also looks at the effects of globalization upon the politics of education and education policy. Here there is a focus on the OECD and Europe, as well as issues of policy convergence/divergence, and borrowing and learning. Overall then, the course is designed to develop understandings of the politics of education and education policy, how to do policy analysis, and recent policy developments in education. Convenor: Dr Gari Donn

EDUA11188 Ethics and Education: The Normative dimensions of education

It seems impossible to conceive education in other than normative Semesters – and it might well be regarded as a fundamentally moral practice. Indeed, education and teaching appear to be implicated in ethical and evaluative issues in three significant respects: (i) educational aims are themselves ethically contentious; (ii) ethical principles and considerations (of moral right and obligation) are constitutive of teaching as a professional practice; and (iii) teachers in schools are often held responsible for the moral development of their pupils. This course will aim to explore some of the wider normative implications of education and teaching – relating to values, moral conduct, personal and social development (including issues of sexuality and health), religion, authority and responsibility, citizenship and so on – in the light of past and present moral and social philosophy and theory. Convenor: Professor Morwenna Griffiths.

IPHP11009 Globalisation and Public Health

Globalisation is fundamentally changing the challenges confronting public health, transforming health risks while simultaneously creating new opportunities. Economic

globalisation affects the health status of populations through its impact on wealth creation and wealth distribution within and between countries. In a global economy health risks and the determinants of health are increasingly transnational, while the traditional primacy of the nation state in health policy is being challenged. Public health has traditionally emphasised equity and distributive justice in health and health care, and the increased reliance of governments and international organisations on market forces constitutes a challenge to the normative and conceptual bases of this tradition. This course will enable students to develop an understanding of the key drivers of globalisation and the mechanisms by which it is impacting on public health. Convenor: Dr Jeff Collin.

IPHP11008 Health Policy Analysis

Effective engagement in the making of public policy is key to the achievement of health objectives, and an understanding of the policy process is a precondition for such engagement. This course will introduce students to policy analysis, offering a problem-focused and multi-disciplinary approach that draws on political science, public administration, sociology and political theory. It offers a conceptual framework within which to analyse the making of health policy, focusing on the varying distribution of power among different actors and stakeholders. It outlines key theories of the state and examines changes in health policy associated with the 'hollowing out' of the state via the increased role of markets, civil society, agencies and Europeanization. It explores different approaches to understanding how the process operates, looking at why some health issues obtain a privileged position within the policy agenda and why others are denied access to it and emphasising the importance of understanding obstacles to effective implementation. Convenor: Dr Jeff Collin

PGGE11049 International Development

The course will consider knowledge and technology that contribute to international development. The Millennium Development Goals will form the framework for the course and students will develop critical analytical and professional skills to consider how sustainable development can be promoted internationally using examples of relevance to participants from all countries. Convenor: Professor Paul Van-Gardingen

EDUA11011 International Perspectives on Education and Training

Comparative educational discussion relating UK and Western developed worlds and that of developing economies including educational policy, financing, quality and developing thoughts about expertise in comparative international education. Convenor: Dr Gari Donn

IPHP11012 Introduction to Health Systems

This course will focus on comparing systems of health care across Europe, the United States and developing countries. Though the UK NHS continues to be the model maker for most universal health care systems across the world, since 1991 it has been undergoing a period of rapid change and transformation. This has resulted in the greater use of market mechanisms and privatisation of services which were formerly under public control and national ownership. The import of pro-market ideology is not confined to the UK. Rather the techniques and templates being used to remodel the NHS in England are being adopted across the world. The new models of funding and organising healthcare have their roots and origins in the US health care systems. The transformation of a non market to competing and fragmented market oriented systems requires sophisticated technical interventions which are usually presented as both politically neutral and allowing greater efficiency and transparency. The course explore how the principles of universality and equity are promoted through redistribution and risk pooling, and how these are

designed into the systems for funding and organising health care. It will show how these mechanisms shield the system from market actors and market mechanisms. It will examine the implications of market and non-market mechanisms for redistribution and universality. Convenor: Mark Hellowell

PGSP11184 Kinship: Structure and Process

This course will examine some of the ways in which people in different societies conceptualise and live out relatedness. It will show how notions about relatedness are linked to concepts of the person, gender, and theories of procreation which may be radically different from our own. Kinship has long been regarded as the core of the anthropological discipline - although the extent to which this is still the case is questionable. The course will trace the history of kinship studies, looking at some of the central debates in the subject and assessing their implications for anthropological theory. Convenor: Janet Carsten

EDUA11105 Philosophical Foundations of Educational Theory, Policy and Practice

This course aims to examine, from a philosophical viewpoint, a range of conceptual and practical issues concerning the nature and purposes of schooling, the content of the curriculum and the role of the teacher. The course begins by exploring the general impact on contemporary educational issues and problems of the ideas of Plato, Rousseau and Dewey, proceeding to explore the influence of past and present philosophers on a range of more particular contemporary issues of educational theory, policy and practice. Convenor: Professor Morwenna Griffiths

PGSP11240 Politics and Theories of International Development

This course presents the main social scientific theories which have underpinned international development since the 1950s. It follows the historical evolution of dominant and alternative theories which seek to explain economic, social and political transformation in developing countries over the last sixty years, critically analysing the premises upon which these theories are built. These theories emerged within complex international political contexts and we go on to explore how international, governmental and non-governmental actors and institutions engage with development theories as they seek to shape development debates and to translate theory into workable strategies and frameworks. Convenor: Professor James Smith

IPHP11013 Public Health and Health Inequalities

Public health practice stresses the central importance of overall population health improvement and, crucially, the reduction of health inequalities. Marked inequalities in health persist both within and between countries: inequalities can be seen across various axes including gender, race/ethnicity, and access to material resources, so, for example, deprived people have substantially poorer health than affluent people. This course provides a brief overview of the development of the public health movement and the key principles and values underpinning contemporary public health practice. It demonstrates the extent of inequalities in health within and between high (HICs) and low and middle income countries (LMICs) and critically examines current theories explaining how inequalities arise, focusing on behavioural/cultural, psychosocial, life course and structural/material explanations. Convenor: Dr Sarah Hill

PGSP11208 Research Design

The course provides an introduction to the main issues involved in designing social science research and is intended for students from a wide range of social science

disciplines. Research design calls for decisions about how the research should be carried out, about how data should be collected and analysed, and about how inferences should be drawn if the aims of the research are to be realised. The researcher has to be able to demonstrate that conclusions drawn from the research are robust and well-grounded epistemologically and theoretically. The course does not provide training in research methods, or an exhaustive checklist of points that need to be considered when designing a research project. It concentrates on the strengths and weaknesses of different kinds of research design as they relate to the aims, objectives and theoretical underpinnings of any piece of research. Convenor: Daniel Clegg and others. (Note, if students are considering going onto a PhD, they are recommended to take this course. A prerequisite is to have passed Research Skills in Social Sciences: Data Collection)

PGSP11250 Roots of African Poverty and Development

This course explores how Africa became a 'development problem' and the various strategies employed over the decades since colonial times to bring about social, political and economic transformation in Africa. It considers the theories underpinning specific development strategies and initiatives, the social and political contexts in which they were undertaken, and the reasons for success and failure. The course focuses on specific examples of development initiatives in Africa, considering the interaction amongst the range of actors involved (states, elites, peasants, civil society, multinational corporations, multilateral institutions, donors, NGOs, etc.). Convenor: Dr Gerhard Anders

IPHP11002 Social Determinants of Health and Public Policy

Inequalities in health are observable among groups of the population whether categorised by class, occupation, income, gender or ethnicity and reflect persistent social and economic deprivation. Theories of social stratification provide explanations of patterned and persistent inequalities. This course will provide an introduction to concepts and theories of social stratification and to the evaluation from a public health perspective of public policies that address social inequalities. *Note that it would be helpful for students to have previously taken Public health and health inequalities in Semester 1.* Convenor: Sarah Hill

LAWS11102 Youth, Crime and Justice

The aims of this module are to: explore patterns of offending and desistance from crime amongst children and young people; examine theories which have been forward to explain offending in childhood and adolescence; and assess the interventions and institutions which have been developed to deal with youth crime. The module will consider the ways in which youth crime has been depicted in academic, political and popular discourses and assess the extent to which these various discourses have influenced the response of youth justice systems to both child offenders and the victims of youth crime. Taking a historical and comparative approach, it will explore the distinctive characteristics of the juvenile justice systems which emerged over the course of 20th century in the UK, across Europe and the USA. In particular, it will explore how evolving systems have been influenced by competing welfarist and punitive principles. The module will also assess the effectiveness of specialist programmes and alternative modes of dispute resolution (including restorative justice) which have been implemented in a range of jurisdictions as a means of reducing youth crime. Convenor: Dr Anna Souhami

PROGRAMME DIRECTOR

Kay Tisdall is Programme Director. The Programme Director has responsibility for recruitment, admissions, assessment, monitoring progress, programme evaluation and curriculum development.

Kay is your first line of pastoral support and advice for any scholarly or personal issues that may arise whilst you are studying. This may include routine advice about course or topic courses at critical stages in the programme or advice on problems impacting on your studies. You will be invited to meet with the Programme Director at least twice a year to discuss your option courses, your progress and, in later meetings, your dissertation.

Contact Kay if you have any special requirements or need any particular support to make the most of your time at the University. Further, if you are anxious about your work or your progress, make an arrangement to meet with her.

Should you wish to speak to someone else, you may wish to speak to the Director of the Graduate School of Social & Political Science, Dr Fiona Mackay.

Degree meetings for the MSc in Childhood Studies will be held in Semesters 1 and 2, open to all students on this degree, to discuss matters relating to it. These will be organised by the Programme Director. Informal feedback is welcomed at all times.

STAFF

Staff from across the University and outwith teach on the degree and undertake supervision of dissertations. These and other staff may be available for dissertation supervision.

Professor Liz Bondi

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http://www.ed.ac.uk/schools-departments/health/counselling/people/directory?person_id=31&cw_xml=profile.php

Liz is Professor of Social Geography and a member of academic teaching staff in the Counselling and Psychotherapy in the School of Health in Social Science. She is co-editor of the journal *Emotion, Space and Society*. Current and recent research projects include evaluations of counselling services (including services for children and young people), experiences of counselling training, emotional geographies, emotional dimensions of qualitative fieldwork, the shaping of subjectivities, and voluntary sector activism.

Dr Katie Cebula

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<http://www.ed.ac.uk/staff-profile/katie-cebula/index.html>

Katie is a lecturer in developmental psychology in the Institute for Education, Community and Society, in the School of Education. She teaches courses on child development, autism and developmental disabilities. Her research interests focus on: socio-cognitive development in children with Down's syndrome and fragile X syndrome; psychosocial adjustment in siblings of children with autism; experiences of families implementing intensive interventions for children with autism.

Dr Gary ClaptonGary.Clapton@ed.ac.ukhttp://www.socialwork.ed.ac.uk/staff/gary_clapton.html

Gary is a Senior Lecturer in Social Work. He is a qualified social worker and his work experience has covered counselling, generic social work and practice teaching in London and Edinburgh in the statutory and voluntary sector. His Masters was in Social Policy and Sociology and his PhD was in Social Work. His teaching interests include work with children and families, adoption and fostering, fathers and child welfare and how students best learn. His research interests include fatherhood, after-adoption issues such as the outcome of reunions between birth relatives and adopted people, the identity needs of those who have been long-term/permanently fostered and how student learning is best integrated. He is course convener for years one and two of the BSc in Social Work, and teaches across the four years of the BSc and the two years of the Masters in Social Work.

Professor Viv Creeviv.cree@ed.ac.ukhttp://www.socialwork.ed.ac.uk/staff/viv_cree.html

Viv is Professor of Social Work Studies. She is a qualified social worker and community worker and worked for 16 years as a practitioner before coming to the University of Edinburgh in 1992. Viv's research interests lie in historical research, research on social work education and practice and research with children. She has worked on two research studies to date with children and young people: the first with children with a parent with HIV and the second with young carers. She is currently teaching a course on Reflexivity in Qualitative Research.

Professor Sarah Cunningham-Burleyscburley@uun.ed.ac.uk<http://www.crfr.ac.uk/People/scburley.htm>

Sarah is Professor of Medical and Family Sociology at the University of Edinburgh, where she has worked since 1990. She is based in the Division of Community Health Sciences (Public Health Sciences section) within the College of Medicine and Veterinary Medicine and also at the Centre for Research on Families and Relationships (CRFR), where she is one of its co-directors. She has been conducting research in the sociology of health and illness and family sociology for many years, mostly employing qualitative methods. Her research interests include sociological aspects of genetics and health; public engagement in science; young people, children and health; families, relationships and health. She is also involved in teaching undergraduate medical students and postgraduate public health research students; she also supervises several PhD students. She is a member of the Human Genetics Commission, the UK Government's advisory body on new developments in human genetics and social, legal and ethical issues.

Dr John DavisJohn.davis@ed.ac.uk

John is a Senior Lecturer in Educational Studies at the University of Edinburgh and Chair of The Scottish Social Services Council Childhood Practice Development Group. He has carried out ethnographic projects in the UK in the areas of childhood studies, curriculum innovation, disability, education, health and sport. He has published widely in such journals as *Children and Society*, *Disability and Society*, and *The International Journal of Children's Rights*.

Dr Susan Elsley

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Susan is a children's policy and research consultant and is a research associate of the Centre for Research on Families and Relationships (CRFR) at the University of Edinburgh and Honorary Fellow of the Graduate School. She has extensive experience working in children's and young people's services and the voluntary sector. Research interests include children's services, looked after children, child poverty, children's rights and participation and children's culture.

Dr Michael Gallagher

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<http://www.crfr.ac.uk/projectstaff.html#mq>

Michael is a Research Fellow in the Centre for Research on Families and Relationships (CRFR). He is an interdisciplinary social researcher with extensive experience of research with children and young people. Previous projects have covered such topics as adolescent health, youth counselling and support services, and space and power in schools. He has a particular interest in sound and the creative use of audio in research. Michael teaches on the MSc Childhood Studies on sociological and geographical theories of childhood, and on creative and 'participatory' research methods.

Professor Anne Griffiths

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Anne is a Professor in the School of Law. She has done extensive research on family law in Botswana, southern Africa and is author of the book *In the Shadow of Marriage: Gender and Justice in an African Community* (1997). She is also co-author of a book on Scots Family Law (1997) with Lilian Edwards. She has just completed data collection on research on the Scottish children's hearing system in Glasgow which forms part of a comparative research project on "The Child's Voice in Legal Proceedings" funded by the Annenberg Foundation in the U.S.A.

Dr Leslie Groves

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Leslie Groves is a social anthropologist, currently working as an independent child rights and social development consultant. She has worked in Britain, Asia, South and Central America and Africa with different international agencies, including Save the Children, Plan, the UK Department for International Development, the United Nations High Commissioner for Refugees and the International Labour Organisation. Her research interests centre on bringing together participatory tools and anthropological understandings to ensure that the voices of diverse groups of children are brought to the fore of policy and practice.

Professor Lynn Jamieson

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Lynn is Co-Director of the Centre for Research on Families and Relationships (CRFR). She researches personal relationships, identity and social change across the life course, often focusing on childhood and young adulthood. Her work is both contemporary and historical. The former focusing on childhood includes, 'Obligatory friends, surrogate kin: some questions for mentoring' *Youth and Policy* 99. 55-66. 2008; 'Teenagers'

Relationships with Peers and Parent' with McKendrick in *Changing Scotland: Evidence from the British Household Panel Study* in John F. Ermisch and Robert E. Wright (eds.) Bristol, Policy Press 17-32, 2005 and on young adulthood with Grundy, "European Identities: From absent-minded citizens to passionate Europeans" *Sociology*, 41(4): 663–680, 2007, with Anderson and others, 'Cohabitation and Commitment: Partnership Plans of Young Men and Women' *Sociological Review* 50, 354-375, 2002. Historical work includes 'Changing Intimacy in the Twentieth Century: Seeking and Forming Couple Relationship' in Abrams L. and Brown C. (eds) *A History of Everyday Life in Twentieth Century Scotland* Edinburgh University Press, 2010; and with Toynbee, *Country Bairns* Edinburgh University Press, 1992.

Dr Gillean McCluskey

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Gillean is a Lecturer in the School of Education. She is a qualified teacher with experience in mainstream and specialised settings. She teaches courses on issues associated with additional support needs, social, emotional and behavioural difficulties, pastoral care and guidance. Current and recent research projects focus on restorative approaches in education, conflict resolution, student voice, discipline, exclusion and marginalisation in education. She is co-editor of the journal, *International Journal on School Disaffection*.

Janice McGhee

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Janice is a Senior Lecturer in Social Work. She has substantial social work practice experience within social services for children and adults. Her main teaching responsibilities are in relation to law and psychology. Key research interests lie in child care policy and law, the children's hearings system and child protection. Research includes a study of the characteristics and outcomes of 1,155 children referred in 1995 to the hearings system (Waterhouse, L., McGhee, J., Whyte, W., Loucks, N., Kay, H. and Stewart, R. (2000) *The Evaluation of Children's Hearings in Scotland. Vol. 3 Children in Focus*. Edinburgh: Scottish Executive Central Research Unit); and a more recent study on inter-agency collaboration and risk assessment in the use of child protection orders (Francis, J., McGhee, J. and Mordaunt, E. (2006) *Protecting children in Scotland: An investigation of risk assessment and inter-agency collaboration in the use of child protection orders*. Edinburgh: Scottish Executive Social Research at www.scotland.gov.uk/Publications/2006/05/SprPrCis)

Dr Sue Milne

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Sue has 30 years experience of working with children, young people and their families in various educational, health and community settings. Her PhD, completed in 2009, explored children's experiences and conceptualisations of child-adult relations within, and beyond, their families. She has worked on a range of research projects with children and young people including a consultation on local authority services and an examination of pupil councils in schools across Scotland. Currently she is working on two projects; researching children's views of their adult volunteer befrienders and young people's experiences of attending a personal development programme. Sue has also held a Beltane Public Engagement Fellowship, given lectures on research methods and

supervised students undertaking the Master's in Childhood Studies. Her primary interests are child-adult relations, child and adult worlds, play and children's rights and participation.

Seamus Prior

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<http://www.ed.ac.uk/schools-departments/health/counselling/>

Seamus is Co-Director of Counselling and Psychotherapy in the School of Health in Social Science. He has a practice background in counselling children and young people who have experienced abuse. His research interests include therapeutic practice with children and young people, abuse and trauma, gender and sexuality. Epistemological and methodological interests include concepts of discourse, power and subjectivity.

Mark Smith

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Mark is a lecturer in social work in the School of Social and Political Science. Before that he was a practitioner and manager in residential child care settings for almost 20 years, latterly as Principal for secure accommodation services in Edinburgh. In 2000 he took up an academic post at Strathclyde University/Glasgow School of Social Work, where he developed and taught the Masters in Advanced Residential Child Care, the first course of its kind in the UK. He moved to Edinburgh University in 2005. His main research interests are in residential child care, an area in which he has published widely, including a book, *Rethinking Residential Child Care* Policy Press (2009). He is undertaking a PhD on changing discourses of care in Scottish residential schools. He has broad writing childhood studies interests including social pedagogy, the nature of care gender and care and youth justice.

Dr Anne Stafford

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Anne is Director of The University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection (CLiCP). Her research focus is: child abuse and child protection, children's rights, and children and young people living with disadvantage. Much of her work in the Centre has involved reviewing, assessing, comparing and commenting on child protection policy across the UK. She has also worked on a variety of other research projects including: children and domestic abuse, and child protection in sport.

Professor Kay Tisdall

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Kay is Professor in Childhood Policy and Programme Director for the MSc in Childhood Studies. She has worked in both academic and in policy, having previously been Director of Policy & Research at [Children in Scotland](#) (the national membership agency for organisations and professionals working with children and their families). Current and recent research projects include pupil councils in Scotland, theorising children's participation and provision for 'children in need'. She is Programme Director of the [MSc/Diploma in Childhood Studies](#).

Dr Jo Williams

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Jo is a Senior Lecturer in Psychology in Moray House School of Education. She is a developmental psychologist teaching on a range of courses on child and adolescent development within the School of Education and the Department of Psychology. Her current research interests focus on: early cognitive development in naive biology, physics and psychology; psychological theories of learning and evaluation of educational interventions; and adolescent development including puberty risk behaviour and health.

APPENDIX A: DESCRIPTORS FOR POSTGRADUATE MARKING SCHEME**University Postgraduate Marking Scale**

<u>Mark</u>	<u>Grade</u>	<u>Description</u>
90-100 80-89 70-79	A1 A2 A3	An excellent performance, satisfactory for a distinction
60-69	B	A very good performance
50-59	C	A good performance, satisfactory for a masters degree
40-49	D	A satisfactory performance for the diploma, but inadequate for a masters degree
30-39	E	Marginal fail
20-29	F	Clear fail
10-19 0-9	G H	Bad fail

GRADUATE SCHOOL of SOCIAL AND POLITICAL SCIENCE Postgraduate marking scheme

Mark	Description
90-100% (A1)	Fulfils all criteria for A2. In addition is a work of exceptional insight and independent thought, deemed to be of publishable quality, producing an analysis of such originality as potentially to change conventional understanding of the subject.
80-89% (A2)	Outstanding work providing insight and depth of analysis beyond the usual parameters of the topic. The work is illuminating and challenging for the markers. Comprises a sustained, fluent, authoritative argument, which demonstrates comprehensive knowledge, and convincing command, of the topic. Accurate and concise use of sources informs the work, but does not dominate it.
70-79% (A3)	A sharply-focused, consistently clear, well-structured paper, demonstrating a high degree of insight. Effectively and convincingly argued, and showing a critical understanding of conflicting theories and evidence. Excellent scholarly standard in use of sources, and in presentation and referencing.
60-69% (B)	Good to very good work, displaying substantial knowledge and understanding of concepts, theories and evidence relating to the topic. Answers the question fully, drawing effectively on a wide range of relevant sources. No significant errors of fact or interpretation. Writing, referencing and presentation of a high standard.
50-59% (C)	Work which is satisfactory for the MSc degree, showing some accurate knowledge of topic, and understanding, interpretation and use of sources and evidence. There may be gaps in knowledge, or limited use of evidence, or over-reliance on a restricted range of sources. Content may be mainly descriptive. The argument may be confused or unclear in parts, possibly with a few factual errors or misunderstandings of concepts. Writing, referencing and presentation satisfactory.
40-49% (D)	Work which is satisfactory for Diploma. Shows some knowledge of the topic, is intelligible, and refers to relevant sources, but likely to have significant deficiencies in argument, evidence or use of literature. May contain factual mistakes and inaccuracies. Not adequate to the topic, perhaps very short, or

	weak in conception or execution, or fails to answer the question. Writing, referencing and presentation may be weak.
30-39% (E)	Flawed understanding of topic, showing poor awareness of theory. Unconvincing in its approach and grasp of the issues. Perhaps too short to give an adequate answer to the question. Writing, referencing and presentation likely to be very weak. A mark of 38/39 may indicate that the work could have achieved a pass if a more substantial answer had been produced.
20-29% (F)	An answer showing seriously inadequate knowledge of the subject, with little awareness of the relevant issues or theory, major omissions or inaccuracies, and pedestrian use of inadequate sources.
10-19% (G)	An answer that falls far short of a passable level by some combination of short length, irrelevance, lack of intelligibility, factual inaccuracy and lack of acquaintance with reading or academic concepts.
0-9% (H)	An answer without academic merit; conveys little sense that the course has been followed; lacks basic skills of presentation and writing.