1. **KentVision Code and title of the module**

GEOG5001 Methods and Field Work in Social Science

1. **Division and School/Department or** **partner institution which will be responsible for management of the module**

Division of Human and Social Sciences, School of Anthropology and Conservation

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Compulsory for:

* BSc Human Geography
* BSc Wildlife Conservation
* BA Environmental Social Sciences

Optional for:

* BSc Anthropology

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Have a sound understanding of different basic approaches to research design, including different research strategies (induction / deduction) and different research design structures (experimental, observational and so on)

8.2 Understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each

8.3 Demonstrate skills in the design and use of qualitative interviews and questionnaires

8.4 Evidence skills in simple analysis and presentation of both qualitative and quantitative data

1. **The intended generic learning outcomes.**

**On successfully completing the module students will be able to:**

9.1 Demonstrate an understanding of how social aspects of human geography and environmental social science research projects need to be designed, analysed and reported

9.2 Demonstrate general learning, problem-solving and study skills

9.3 Communicate to a variety of different audiences using a variety of different methods

9.4 Demonstrate computer, report writing, time management, library and independent research skills

9.5 Design, implement, analyse and write-up a piece of empirical research

1. **A synopsis of the curriculum**

This module provides students with an introduction to the many and diverse methods and design issues that inform social science research inquiry within geography and environmental studies. Its purpose is to equip students with some of the skills and mindsets to approach independent research and thus become active participants in knowledge creation.  The module explores what counts as research and how research validity can be assessed from a social science perspective. Specific training in the design and use of a range of research techniques is provided, including: qualitative interviews; extensive questionnaires; group work and ethnography. We also consider the processing and analysis of qualitative data, as well as basic descriptive statistics to analyse quantitative data. Towards the end of the module, we will look in more depth at the principles of research design in order to help students begin to plan their final year research projects.

1. **Reading list**

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

* Bryman A., 2012. *Social research methods*, (Oxford: Oxford University Press).
* Corbin, Juliet M., Strauss, Anselm L. & Strauss, Anselm L., 2008. *Basics of qualitative research: techniques and procedures for developing grounded theory*, (London: Sage Publications, Inc.)
* Gerring, J. (2007) *Case Study Research: Principles and Practices,* (Cambridge: Cambridge University Press.)
* Lapan. S. *et al.* (Eds) (2012) *Qualitative research: an introduction to methods and design* (London: Wiley & Sons)
* Newing, Helen, (2010). *Conducting research in conservation: social science methods and practice*, (London: Routledge)
* Denzin, N Lincoln Y (2000) *Handbook of qualitative research* (London: Sage)

1. **Contact Hours**

Private Study: 128

Contact Hours: 22

Total: 150

1. **Assessment methods**
   1. Main assessment methods

* Written report (3000 words) (80%)
* Research design report (1000 words) (20%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

1. **Map of module learning outcomes (sections 8 and 9) to learning and teaching methods and methods of assessment (section 13)**

Module learning outcomes against learning and teaching methods:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Discussion sessions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Computer practicals |  |  |  | **x** |  |  |  | **x** | **x** |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Written report (3000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research design report (1000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Social science methods are particularly suitable for Internationalisation of curriculum for two reasons: Firstly, most social science degree programmes around the world include social science methods and it therefore translates well into different settings. Secondly, students are able to set their own research questions, which means that international students can potentially carry out research on an issue of high importance in their home country.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date approved** | **New/Major/Minor revision** | **Start date of delivery of (revised) version** | **Section revised (if applicable)** | **Impacts PLOs (Q6 & 7 cover sheet)** |
| 08/02/17 | Major | September 2017 | 3 | No |
| 29/01/20 | Major | September 2020 | 7,9,10,13,14 | No |
| 26/01/22 | Minor | Spring 2023 | 5, 12, 14 | No |