1. **Title of the module:**

SOCI8330 (SO833) Design of Social Research

1. **School or partner institution which will be responsible for management of the module:**

SSPSSR

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

Level 7

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

20 credits (ECTS 10)

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

Autumn

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA in Methods of Social Research (MSR), MA in International Social Policy, MA in Civil Society, NGO and Non-Profit Studies

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Develop original ideas on complex topics into focussed research questions that relate to an identified academic literature, aligned to an appropriate research design;
   2. Understand comprehensively the theoretical and methodological basis for social research, different epistemological models used in the social sciences, and rationales for combining different methods;
   3. Be able to critically reflect on the ethical issues raised by social research, and to autonomously develop research designs that are both ethical in a broader, critical sense and which (more narrowly) meet the requirements of research ethics governance;
   4. Autonomously plan, develop and write a sophisticated research proposal that is of a standard to attract funds from leading social science funding agencies;
   5. Critically engage with the methodological choices made in published research studies based on a systematic understanding of appropriate research techniques.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Communicate a research question and design to academic and general audiences;
   2. Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development;
   3. Access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing;
   4. Solve problems that are common in social research ;
   5. Understand career opportunities in their field and be able to plan for their future ;
   6. Understand and appropriately respond to feedback.
3. **A synopsis of the curriculum**

This course introduces students to the logic and methods of social research. The course aims to familiarize students to central topics in research design, the methodological choices necessary to address in designing social research and the ethics of social research. The module introduces students to both positivist and critical/interpretive approaches and the debates behind their selection for conducting research. Students will be versed in the scientific approaches to social research, including both qualitative and quantitative approaches. The module aims to provide students a robust understanding of social research methods and the decisions needed to write up a research proposal.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bryman, A. 2012. *Social Research Methods*, 4th edition. Oxford: Oxford University Press. Babbie, E. 2013. *The Practice of Social Research*.13th edition. UK: Wadsworth. Cengage learning.

Diamond, I & Jefferies, J (2001).  *Beginning statistics : an introduction for social scientists.* London: SAGE.

Ragin, C. C. 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley, CA: University of California Press. This details the logic of using the comparative method.

Abbott, Andrew. (2003). *Methods of Discovery*. New York: Norton.

Habermas, J. (1972) *Knowledge and Human Interests*, London: Heinemann.

King, Gary, Robert O. Keohane and Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press.

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 178

Total hours: 200

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

Students will be assessed by three pieces of coursework:

* A qualitative mini-proposal,1,000 words(20%)A quantitative mini-proposal,1,000 words(20%)
* A full research proposal,3,500 words)(60% )
  1. Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  | **✓** |
| Lectures | **✓** | **✓** | **✓** |  | **✓** | **✓** |  |  | **✓** | **✓** |  |
| Seminars | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Qualitative mini-proposal* | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** |  |  |
| *Quantitative mini-proposal* | **✓** | **✓** | **✓** | **✓** |  | **✓** | **✓** | **✓** | **✓** |  |  |
| *Full research proposal* | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** | **✓** |

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**

The module does not focus on any substantive content (as it is a skills/methodology module) – so to the extent that students bring an internationally-focussed idea then it will be supported throughout the module, but this will not be required of those who bring nationally-based ideas.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/04/2018 |  | September 2018 | 8, 13, 17 |  |
|  |  |  |  |  |