1. **Title of the module**

SOCI6020 (SO602) – Social Research Methods

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research)

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**

30 credits (15 ECTS)

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

Autumn term (term 1) and Spring term (terms 2)

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

This module is a pre-requisite if you wish to take a dissertation in stage 3 (SOCI6790)

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

Health & Social Care BA

Criminology BA

Social Policy & Social Change BA

Sociology BA

and Criminology, Social Policy & Social Change and Sociology joint honours courses

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

8.1 Judge and evaluate the validity of research evidence.

8.2 Identify a range of different research strategies and methods, and their respective advantages and disadvantages, as well as their philosophical underpinnings

8.3 Seek out and use statistical and other data derived from social surveys and other research publications

8.4 Read and interpret tables of statistical data

8.5 Initiate research questions and conduct preliminary empirical research using both quantitative and qualitative research techniques.

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

9.1 Gain skills in the written presentation of research ideas and findings

9.2 Analyse and utilise in argument basic empirical data drawn from research and official sources

1. **A synopsis of the curriculum**

In this module students will begin to understand the process and debates surrounding how researchers learn more about the social world. What techniques and approaches do social researchers draw upon to organise, structure and interpret research evidence? How do we judge the quality of research? What are the strengths and weaknesses of the range of frameworks and methodologies? The first part of the module introduces students to the conceptual issues and debates around the ‘best’ way to explore social questions, forms and issues, and an overview of some popular methods for doing so. In the Spring Term, students will spend most of their time applying what they have learned in a group research project and an individual research design project.

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

Abbott, A. (2003). *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton

Babbie, E. (2011) *The Basics of Social Research* (5th edn). Belmont, CA: Thomson/Wadsworth.

Bryman, A. (2015) *Social Research Methods*, 5th edition, Oxford, UK: Oxford University Press.

Hesse-Biber, S.N. and Leavy, P. (2006) *The Practice of Qualitative Research (2nd edn)*, London: Sage

1. **Learning and teaching methods**

Total contact hours: 44

Private study hours: 256

Total study hours: 300

1. **Assessment methods**

Main assessment methods

Coursework - Qualitative research quiz - 15%

Coursework - Qualitative research project - 35%

Coursework - Quantitative research quiz - 15%

Coursework - Quantitative research project - 35%

13.2 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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X |
| Lectures | X | X | X | X |  | X | X |
| Seminars | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |
| Qualitative research quiz (15%)  | X | X |  |  |  | X | X |
| Qualitative research project (35%) | X | X | X | X | X | X | X |
| Quantitative research quiz (15%) | X |  | X | X |  | X | X |
| Quantitative research project (35%) | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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 takes an international and cross-country approach in all of its elements including in its empirical examples, and by drawing on top-quality recent research in its content and teaching methods. We also ensure that we give high level of support to all students, regardless of country of origin or ethnic identity.

**DIVISIONAL 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) |
| 09/2021 EAP | Minor | September 2021 | 9, 11, 13.1, 14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018