1. **Title of the module**

SOCI6730 (SO673) Research for Social Work Practice

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

School of Social Policy, Sociology, and Social Research

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

Level 6

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 term (term 1)

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

None (All Social Work modules are compulsory)

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

BA (Hons) Social Work

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

8.1 Possess in depth knowledge of the range of both qualitative and quantitative methods available to researchers and appreciation of their respective strengths and weaknesses in addressing particular kinds of research questions

8.2 Possess the ability to deploy techniques of analysis and enquiry in order to critically evaluate research strategies, research findings, and the reliability and validity of information in primary sources (e.g. refereed research articles)

8.3 Possess understanding of how to make appropriate use of research in decision-making and in the evaluation of outcomes in social work practice, including formulating judgements based on the explicit use of research evidence

8.4 Analyse and interpret tables of data, graphs or charts containing statistical data relating to social work and critically reflect upon their significance and implications for policy and practice.

8.5 Have a critical understanding of the application to practice of social work research and research from a range of other disciplines and subjects areas including sociology, social policy, psychology, health

8.6 Appreciate the importance of research in providing ‘explanations of the links between definitional processes contributing to social differences (for example, social class, gender, ethnic differences, age, sexuality and religious belief) to the problems of inequality and differential need faced by service users’ (QAA 2008: 8)

8.7 Possess a systematic understanding of the complex social, ethical and political context in which social work research, and other research relevant to social work practice, takes place

8.8 Demonstrate the *potential* for the acquisition of research skills in order to build a repertoire of research-based practice (QAA 2008: 10)

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Organise information clearly and coherently in written form
   2. Analyse and interpret statistical and numerical data in the form of tables, charts and/or graphs
   3. Manage their own learning and deploy time management skills

9.4 Think critically and consider alternative perspectives in analysing and solving problems

1. **A synopsis of the curriculum**

The overall aim of the module is to equip students to become ‘critical consumers’ of research as practitioners by providing them with the knowledge and understanding necessary to evaluate research appropriately and apply findings appropriately in practice.

The module provides an introduction to a range of qualitative and quantitative research methods including different types of interview (narrative, biographical, in-depth, semi-structured, structured) ethnography, focus groups, surveys and questionnaires, experimental and quasi-experimental research, randomised controlled trials, documentary and textual analysis, systematic reviews and meta-analysis, and approaches that involves mixing methods.

The module also includes brief introductions to the techniques involved in analysing both qualitative and quantitative data. It also includes consideration of ethical issues relating to research.

Each week students are provided with research articles that are compulsory reading for discussion in seminars. Each reading provides an example of each method and its potential for addressing research questions relevant for social work practice

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

Alston, M and Bowles, W (2003) *Research for Social Workers: An Introduction to Methods*, London: Routledge

Bryman A (2004) 2nd Ed. *Social Research Methods*. Oxford: Oxford University Press

Evans, T and Hardy, M (2010) *Evidence and Knowledge for Practice*, Cambridge: Polity Press

Gomm R, Needham G & Bullman A (eds) (2006). *Evaluating Research in Health & Social Care*, London: Sage Publications

Padgett, K (2008) 2nd Ed. *Qualitative Methods in Social Work Research*, London: Sage

Shaw, I., Briar-Lawson, K., Orme, J and Ruckdeschel, R (2010) *The Sage Handbook of Social Work Research*, London: Sage

Sheppard, M (2004) *Appraising and Using Social Research in the Human Services: An Introduction for Social Work and Health Professionals*, London: J

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Coursework – assignment (3000 words) – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X | X | X |  | X |  | X |
| Seminars | X | X | X | X | X | X | X | X |  | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 3000 words | X | X | X | 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**

Medway

1. **Internationalisation**

This module is largely domestically focused due to the nature of the professionally accredited programme to which it contributes. However, students will develop a range of skills that are transferable to international contexts.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Updated by SSPSSR into CMA compliant format November 2018 |