1. **Title of the module**

SOCI7480 (SO748) The Practice of Social Research

1. **Division School 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 6

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 (term 2)

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

Co-requisite - SOCI5012 (SO5012) Analysing data in the Real World

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

Compulsory in any course that includes ‘with Quantitative Research’)

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

8.1 Critically understand the difference between quantitative research in theory and quantitative research in practice.

8.2 Critically understand the pressures on quantitative analysts in real-life-settings, such as producing quick results, data protection, pressures for certainty and/or simplicity, or to produce ‘useful’ results.

8.3 Conduct quantitative research in an applied setting

8.4 Report on quantitative analyses, to both technical and non-technical audiences.

8.5 Demonstrate an ability to reflect on their own position as a quantitative analyst in an applied setting.

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

9.1 Demonstrate communication and information presentation skills.

9.2 Conduct research to meet the needs of a research project, including team working with those who do not have technical research skills.

9.3 Demonstrate problem-solving skills and adaptability to changing situations.

9.4 Self-appraise and reflect on practice.

1. **A synopsis of the curriculum**

This module will involve students undertaking quantitative research in a real world setting, while simultaneously reflecting on the process of undertaking real-life quantitative research (through a log), culminating in an assessed report on their work.  This real world setting can be of the form of an individual research project, working in a support role with an academic or within a placement organisation. Students will receive support by a supervisor and receive lectures covering such topics as:

* + - Turning an organisation's ideas into a viable research project;
    - Good practice in undertaking quantitative research projects (e.g. data security, data management, replicability);
    - Ethics in applied quantitative research (certainty/uncertainty, power, and ‘usefulness’);
    - Reflecting on research practice (linked to the assessments below).

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

Cook, T., & Campbell, D. (1979) *Quasi-experimentation: Design and analysis issues for field settings*. Rand McNally College Publications

Robson, C and McCartan, K (2016), *Real-World Research*, 4th edition. Wiley.

Scott Long, J (2009), *The Workflow of Data Analysis Using Stata*. Stata Press.

Stevens, A (2011), ‘Telling Policy Stories: An Ethnographic Study of the Use of Evidence in Policy-making in the UK’. *Journal of Social Policy*, 40:237-255. DOI: 10.1017/S0047279410000723

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 200 hours research placement, 90 hours private study

Total study hours: 300

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

Coursework – Research report (8000 Words) –70% \*

Coursework -problem sets –30%

\* Students must pass the ‘Research report’ to pass the module overall.

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X | X |
| Lectures | X | X |  |  | X | X | X | X | X |
| Placement time | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Research report (8000words) | X | X | X | X | X | X | X | X | X |
| Problem sets | 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 discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/03/17 | Major | September 2016 | 3 | No |
| 09/01/19 | Major | September 2019 | 7, 8, 13 | No |
| 09/03/20 | Minor | September 2020 | 6, 7, 14 | No |
| 00/2021 EAP | Major | September 2021 | 1, 6, 7, 9, 10, 13, 14 | No |

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| Revised FSO January 2018 |