1. **Title of the module**

SOCI8000 (SO8000) - Research Methods for Philanthropic Studies

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 7

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

20 credits (10 ECTS)

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

Spring term (term 2)

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

None

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

Philanthropic Studies (Distance learning) MA

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

8.1 Have systematic understanding and critical awareness of the main types of social research that are used in fields of philanthropy, social and public policy

8.2 To autonomously specify research questions (and if appropriate, construct hypotheses) and construct a research design appropriate to the questions being asked.

8.3 Have systematic understanding and critical awareness of the ethical issues raised by philanthropic and social research.

8.4 To critically assess the methodological choices made in published research studies.

8.5 Use an in-depth understanding of appropriate techniques to critically assess whether the design of a research project is appropriate for answering its questions.

8.6 Have a systematic understanding and critical awareness of the main approaches to the analysis of qualitative (grounded and deductive coding) and quantitative (descriptive and inferential statistics) data.

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

9.1 Systematically communicate research results to academic and general audiences at a high level

9.2 Demonstrate self-direction and originality in managing their time, prioritise workloads and manage stress as well taking independent responsibility for their learning and professional development.

9.3 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 and communicate a developed argument

9.4 Have a comprehensive understanding of appropriate techniques enabling them to demonstrate self-direction and originality in solving problems that are common in social research.

1. **A synopsis of the curriculum**

This module offers a critical discussion on the logic and methods of social research within the field of philanthropy. It aims to familiarize students with central topics in research design and the ethics of social research so that they can apply this knowledge to their understanding of fields of social and public policy. The module critically explores students different methodological approaches and the debates behind their selection for conducting research. It will invite them to consider how research questions are generated and answered. It will enable students to identify common mistakes in the social research methods used to develop sector relevant policy and how to effectively and systematically address issues. Topics will also include: ethics and informed consent; sampling for qualitative and quantitative research; methods of primary and secondary data collection, methods of qualitative and quantitative analysis. It will give them an opportunity to learn and practise introductory skills in the collection and analysis of qualitative and quantitative data.

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

Becker, S., & Bryman, A. (Eds.). (2004). *Understanding Research for Social Policy and Practice*. Bristol: Policy Press.

Bryman, A. (2012). *Social Research Methods*. Fourth edition. Oxford: Oxford University Press.

Cresswell, J. W. (2007). *Qualitative Inquiry and Research Design*. London: Sage.

Fielding, J. L., & Gilbert, G. N. (2006). *Understanding Social Statistics*. London: Sage.

Gilbert, N.G. (2008) *Researching social life*, 3rd Edition. London: Sage.

White, P (2009). *Developing Research Questions: A Guide for Social Scientists*. Basingstoke: Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 15

Private study hours: 185

Total study hours: 200

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

Coursework assignment 1- Critique of Research Report (2000 words) - 30%

Coursework assignment 2 - Research Design (3000 words) - 55%

Coursework - online forum contribution – 15%.

13.2 Reassessment methods

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars online forum | **X** | **X** | **X** | **X** |  |  |  |  |  |  |
| Podcasts | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 – 2,000 words |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment 2 – 3,000 words | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Online forum contribution | **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**

The range of research, analytical and presentation skills that will be developed that are applicable to international contexts.

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**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| May 2012 | Not known  | January 2013 | N/K | N/K |
| 27-01-2019 | Minor | 2019-2020 | 13 | N/A |

Revised FSO Feb 2018