1. **Title of the module**

SOCI9260 (SO926) - Understanding Social Research

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

Division of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research - Centre for Child Protection)

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)**

Autumn term (term 1) or Spring term (term 2)

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

None

1. **The course(s) of study to which the module contributes**

Advanced Child Protection (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 social and public policy (positivist, interpretative; qualitative, quantitative; inductive, deductive; observational, experimental, participative, action, and visual).

8.2 Examine the importance of clear research questions and robust research designs.

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

8.4 Be able to critically assess the methodological choices made in published research studies.

8.5 Use a comprehensive 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 introduces students to the logic and methods of social research. 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 introduces students to both positivist and critical/interpretive 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. (2016). *Social Research Methods*.Fifth 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. (2015) *Researching social life*, Fourth Edition. London: Sage.
* White, P (20172). *Developing Research Questions*.London: Palgrave

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 - Written assignment critique of Research Article (2000 words) - 55%

Coursework - Group Presentation - Research Design - 30%

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** |  |  |  |  |  |  |  |  |  |  |
| Written Assignment research critique – (55%) | X | X | X | X | X | X | X | X | X | X |
| Group presentation –research design – (30%) | X | X | X | x | X | X | X | X | X | X |
| Online forum contribution – (15%) | X | X | X | 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**

Medway and Distance learning

1. **Internationalisation**

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

**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 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 | 8, 9, 13 | None |
| 02/12/2019 | Minor | January 2021 | 7 |  |
| 14/12/2020 | Major | Term 2 2020-21 (April 2021) | 11, 13, 16 | N/A |

Revised FSO/SSPSSR Jan 22018 under Competition and Markets Authority compliance project