Module Descriptor

Title	Introduction To Social Research		
Session	2025/26	**Status**	
Code	SOCY07020	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	N Hay		

Summary of Module

This module introduces students to social research, placing a central focus on the development of knowledge and understanding of the research process and the development of core research skills and introductory knowledge of research philosophies, methodologies and methods.

In Term 1, students will be guided through the principles of conducting social research. Students will engage in a process of structured inquiry-based learning, designed to introduce and actively engage them in research activity.

In Term 2, through a process of desk-based research, students will scope and explore a research problem, generate research questions, identify, gather, assess and evaluate research data and academic sources and communicate their findings in an appropriate output.

The early immersion in the practice of research and inquiry will support the development of key research literacies and capabilities that students require to develop as undergraduates and lifelong learners.

Key elements of the module are:

- Introduction to key aspects of social research
- Development of research literacies and capabilities through process of inquiry-based learning
- Working with peers in group research activity

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate understanding of the foundational elements of the research process
L2	Demonstrate a broad appreciation of the characteristics of research practice within and between different social science disciplines
L3	Apply foundational research principles of the research process
L4	Deploy critical skills to select, evaluate, distil and synthesise academic sources
L5	Communication of complex ideas/information in appropriate academic format

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Demonstration of knowledge and understanding of the research process. Demonstration of an understanding of academic sources.
Practice: Applied Knowledge and Understanding	**SCQF 7** Application of knowledge and understanding of the research process through a literature review. Application of knowledge and understanding of information and data
Generic Cognitive skills	**SCQF 7** Presentation and evaluation of information and data that addresses a research question

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Communication, ICT and Numeracy Skills	**SCQF 7** Communication of complex ideas/information in appropriate electronic forms. Application of technology to facilitate information and data retrieval.
Autonomy, Accountability and Working with Others	**SCQF 7** Work with peers to achieve a group goal

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	22
Asynchronous Class Activity	10
Independent Study	156
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bryman, A. (2016) Social research methods. 5th edition. Oxford: Oxford university press Bickman, L. and Rog, D. J. (2009) The SAGE handbook of applied social research methods. 2nd edition. London: Sage. Online Guthrie, G. (2010) Basic research methods: An entry to social science research. London: SAGE Publications. Online Henn, M., Weinstein, M. and Foard, N. (2009) A critical introduction to social research. Los Angeles: SAGE Robson, C. and McCartan, K. (2016) Real world research. 4th edn. Hoboken: Wiley. Vanderstoep, S.W. and Johnson, D.D. (2008) Research methods for everyday life: Blending qualitative and quantitative approaches. San Francisco: Jossey-Bass. Online Walliman, N. (2016) Social research methods: the essentials, Los Angeles: SAGE.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** For the purposes of this module, academic engagement equates to the following: • On-campus attendance of weekly lectures and seminars

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG Social Sciences
Moderator	G Rice
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Group literature review of 2500 words (60%) of overall mark)
Assessment 2
Critical Reflection on a Research Design – 1500 words (40% of overall mark)
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group literature review	☐	☐	☒	☒	☒	60	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Research design critique	☒	☒	☒	☐	☐	40	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Transferred to 25/25 templade no changes	Mar 25	N Hay