Module Descriptor

Title	Applied Research Methods in Social Science		
Session	2026/27	**Status**	Active
Code	SSPG11007	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**School Education and Social Sciences**		
Module Co-ordinator	**Ross Campbell**		

Summary of Module

This course provides Master's students with a solid foundation in the principles and practices of applied social research. During Part A of the course, students explore a range of methodological "worldviews" - ranging from (post)positivism and interpretivism to activism and pragmatism - as well as the core principles that underpin quantitative, qualitative and mixed-methods research design. During Part B, students can develop practical research skills in, for example, survey and interview design, data mining and computer-assisted data analysis. The course is designed to offer students maximum flexibility, enabling learners to complete the module either over two terms (the standard route) or one term (the rapid route), depending on each learner's existing level of knowledge, skills and their programme pathway.

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	☐

[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

Long-thin Delivery over more than one Term	Term 1 – Term 2	X	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate reflexive awareness of one's own methodological position and the factors that shape the researcher's worldview.
L2	Demonstrate critical understanding of the principles of quantitative, qualitative or mixed-methods research design.
L3	Demonstrate 'dissertation-ready' skills in data collection and analysis.
L4	Demonstrate the ability to design an applied research project, which can feasibly be conducted as a dissertation project at SCQF Level 11 or PhD project at Level 12 (as appropriate).
L5	

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 11** Critical knowledge and understanding of the relationships between ontology, epistemology, methodology, methods and ethics Critical understanding of the principles of quantitative, qualitative and mixed-methods research design
Practice: Applied Knowledge and Understanding	**SCQF 11** Critical application of applied data collection-analysis procedures (e.g. interviewing-thematic analysis; data mining-statistical analysis) Ability to critically apply knowledge of research techniques to explore research questionss
Generic Cognitive skills	**SCQF 11** Critical/Reflexive use of inductive and deductive analytical reasoning Communication of a detailed research proposal to a non-specialist audience
Communication, ICT and Numeracy Skills	**SCQF 11** Understanding the use of specialist data analysis software (e.g. R, Python, SPSS, NVivo, HyperResearch) with critical understanding of their strengths, limitations and impact on the research process
Autonomy, Accountability and Working with Others	**SCQF 11** Reflexivity: ability to critical reflect upon the researcher's own position and role in knowledge generation Ability to identify research project phases, milestones, timelines and resourcing, which can provide a platform for future accountability (e.g. as part of the student-supervisor relationship).

Prerequisites	**Module Code** n/a	**Module Title** n/a
	Other n/a	
Co-requisites	**Module Code** n/a	**Module Title** n/a

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	16
Tutorial / Synchronous Support Activity	16
Asynchronous Class Activity	16
Independent Study	152
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cresswell J & Cresswell D. (2018). Research Design: Qualitative, Quantitative & Mixed Methods Approaches. 5th Edition. Thousand Oaks: Sage SAGE Research Methods (Version 22.023.00). URL: https://methods.sagepub.com Denscombe M. (2019). Research Proposals: A Practical Guide. London: Open University Press.
(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:** - Participation in face to face workshops and seminar - Engagement with readings, quizzes and associated activities (Part A) - Engagement with online participation log and reflexive journal (Part B)

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.
(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	PG Social Sciences
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.02 No changes for 25/26

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Reflexive Statement
Assessment 2
Research Proposal
(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**
Reflexive Statement	☒	☐	☐	☐	☐	30%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Research Proposal	☐	☒	☒	☒	☐	70%	
Combined total for all components						100%	hours

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/092021	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code Guidance Note 23-24 provided General housekeeping to text across sections.	19/10/2023 12/12/2023 12/12/2023	C Winter D Taylor D Taylor