

## University of the West of Scotland

## Module Descriptor

Session: 202425

<b>Title of Module: Applied Research Methods in Social Sciences</b>			
<b>Code: SSPG11007</b>	<b>SCQF Level: 11 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Science		
<b>Module Co-ordinator:</b>	N Jenkins		
<b>Summary of Module</b>			
<p>This course provides Masters-level students with a solid foundation in the principles, and the 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 knowledge, skills and their programme pathway.</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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	Click or tap here to enter text.
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)	<p>SCQF Level 11</p> <p>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</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>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 questions</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Critical/Reflexive use of inductive and deductive analytical reasoning Communication of a detailed research proposal to a non-specialist audience</p>

Communication, ICT and Numeracy Skills	<b>SCQF Level 11</b> Understanding the use of specialist data analysis software (e.g. R, Python, SPSS, NVivo, Hyper Research) with critical understanding of their strengths, limitations and impact on the research process	
Autonomy, Accountability and Working with others	<b>SCQF Level 11</b> 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)	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	40
Asynchronous Class Activity	65
Independent Study	105
	Hours Total 200
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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**

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	PG Social Sciences
<b>Moderator</b>	C Atkinson
<b>External Examiner</b>	L Gaston
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	1.1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1 – Reflexive Statement
Assessment 2 – Participation Log
Assessment 3 – Research Proposal
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Reflexive Statement	X					30	

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Participation Log			X			10	

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Research Proposal		X		X		60	
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)