Module Descriptor

Title	Research Methods in Social Work		
Session	2026/27	**Status**	
Code	SWPG11012	**SCQF Level**	11
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Education Social Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module has been designed to provide students with the theoretical and practical knowledge that they will require to successfully undertake the MSc Social Work (Conversion) dissertation module. The dissertation takes the form of a desk-based narrative literature review.

This module has a single summative assignment in the form of a dissertation proposal. Students are not bound by this proposal in respect of their dissertation, however, may elect to utilise it if they so wish.

Students must pass this module before they are able to proceed to their first placement.

Module Delivery Method	**On-Campus[1]** **X**	**Hybrid[2]**	**Online[3]**	**Work - Based Learning[4]**
Campuses for Module Delivery		Paisley		

[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

Terms for Module Delivery	Term 1	X	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 a critical understanding of foundational concepts, pertaining to the design and execution of an effective narrative literature review.
L2	Demonstrate a critical understanding of ethical considerations that should underpin the design and implementation of research in the field of social work practice
L3	Demonstrate the ability to produce a research proposal that conforms to general academic conventions.

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 At the end of the module students will have acquired advanced knowledge and understanding through critical engagement in social work research, enabling them to critically assess methodologies, apply ethical principles independently, synthesize complex-literature and express evidence based ideas clearly.
Practice: Applied Knowledge and Understanding	SCQF 11 At the end of the module students will be able to demonstrate application of knowledge by designing ethically sound research projects that address pressing social issues and by critically evaluating evidence to inform professional practice, enhancing their contribution to the field.
Generic Cognitive skills	SCQF 11 Through this module students achieve generic cognitive skills by critically analysing diverse research methodologies and synthesing complex literature to solve deep social work problems thereby developing advanced problem solving abilities, enabling independent judgment and innovative thinking.
Communication, ICT and Numeracy Skills	SCQF 11 Students will by engaging in activities that require the clear presentation of research findings, critical analysis of data, and the use of relevant software for data collection and analysis. Students will also enhance their ability to communicate complex research concepts effectively, demonstrating proficiency in both academic writing and digital tools for research.

Autonomy, Accountability and Working with Others	SCQF 11 Students will be expected to take responsibility for their learning to develop knowledge, understanding and skills and to work effectively with their peers during class based activities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	Module Code	Module Title
	SWPG11001	Social Work Law (PG)
	SWPG11011	Learning Key Lessons from Service Failures
	SWPG11010	Foundations of Social Work Practice (PG)

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	18
Independent study	82
TOTAL	100

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Bryman, A. (2021). Social Research Methods 6th Edition. Oxford: Oxford University Press
Cresswell, J., Cresswell, D. (2018). Research Design: Qualitative, Quantitative & Mixed Methods Approaches. Thousand Oaks, Sage
Curini, L., Franzese R. (2020). The SAGE Handbook of Research Methods in Political Science and International Relations. Thousand Oaks, Sage
DeCuir-Gunby, J., Schutz, P. (2017). Developing a Mixed Methods Proposal: A Practical Guide for Beginning Researchers. Thousand Oaks, Sage.

Denicolo, P., Becker, L. (2012). Developing Research Proposals. Thousand Oaks, Sage.

Flick, U. (2018). Designing Qualitative Research. 2nd Edition. Thousand Oaks, Sage.

Gorard, S. (2013). Research Design: Creating Robust Approaches for the Social Sciences. Thousand Oaks, Sage

Wentz, E. (2014). How to Design, Write, and Present a Successful Dissertation Proposal. Thousand Oaks, 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: It is an SSSC regulatory requirement that students attend 80% of taught sessions. Not meeting the mandatory threshold may result in a student being given an RA decision and not being permitted to submit an assessment until the module has been retaken.

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	**Psychology and Social Work**
Overall Assessment Results	**Graded**
Module Eligible for Compensation	**No**
School Assessment Board	Undergraduate and Postgraduate Social Work
Moderator	TBC

External Examiner	Ana Oprea
Accreditation Details	Scottish Social Services Council
Module Appears in CPD catalogue	☐ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
There is a single written summative assessment in the form of a dissertation proposal. This assessment is worth 100% of the module grade.
(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**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**	
Written	**X**	**X**	**X**	100	18	
Combined total for all components					100%	18

Change Control

What	**When**	**Who**