

<b>Title of Module: Introduction to Social Research</b>			
<b>Code: SOCY07020</b>	<b>SCQF Level: 7</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	N Hay		
<b>Summary of Module</b>			
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Key elements of the module are:</p> <ul style="list-style-type: none"> <li>• Introduction to key aspects of social research</li> <li>• Development of research literacies and capabilities through process of inquiry-based learning</li> <li>• Working with peers in group research activity</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
✓					
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			
<b>Term(s) for Module Delivery</b>						
(Provided viable student numbers permit).						
Term 1	✓	Term 2	✓	Term 3		

<b>Learning Outcomes: (maximum of 5 statements)</b>	
On successful completion of this module the student will be able to: 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	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 7. Demonstration of knowledge and understanding of the research process.  Demonstration of an understanding of academic sources.
Practice: Applied Knowledge and Understanding	SCQF Level 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 Level 7. Presentation and evaluation of information and data that addresses a research question
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 7. Work with peers to achieve a group goal
<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.

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<b>Learning and Teaching</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	12
Tutorial/Synchronous Support Activity	22
Asynchronous Class Activity	10
Independent Study	156
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bryman, A. (2016) Social research methods. 5th edition. Oxford: Oxford university press</p> <p>Bickman, L. and Rog, D. J. (2009) The SAGE handbook of applied social research methods. 2nd edition. London: Sage. Online</p> <p>Guthrie, G. (2010) Basic research methods: An entry to social science research. London: SAGE Publications. Online</p> <p>Henn, M., Weinstein, M. and Foard, N. (2009) A critical introduction to social research. Los Angeles: SAGE</p> <p>Robson, C. and McCartan, K. (2016) Real world research. 4th edn. Hoboken: Wiley.</p> <p>Vanderstoep, S.W. and Johnson, D.D. (2008) Research methods for everyday life: Blending qualitative and quantitative approaches. San Francisco: Jossey-Bass. Online</p> <p>Walliman, N. (2016) Social research methods: the essentials, Los Angeles: SAGE.</p>	
(**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)	
<b>Engagement Requirements</b>	

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

### Supplemental Information

<b>Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	UG Social Sciences
<b>Moderator</b>	L Tellez Contreras
<b>External Examiner</b>	Elaine Matchett
<b>Accreditation Details</b>	
<b>Version Number</b>	

#### Assessment: (also refer to Assessment Outcomes Grids below)

Critical Reflection on a Research Design - 500 words (40% of overall mark)

Group literature review of 2500 words (60% of overall mark)

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

<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>
Review/ Article/ Critique/ Paper	✓	✓	✓			0	0
<b>Component 2</b>							

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (% of Assessment Element)	Timetabled Contact Hours
Portfolio of written work			✓	✓	✓	60	0
<b>Combined Total For All Components</b>						100%	18.5 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

#### Equality and Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)