University of the West of Scotland

Module Descriptor

Session:

Title of Module: Sociological Inquiry			
Code:	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	Amanda Muir		

Summary of Module
This module introduces the study of social processes in relation to disadvantage, discrimination, exclusion, and risk. Through an exploration of key topics relevant to social work practice, students will investigate how data and evidence are gathered and used to advance our understanding of the social world and of approaches to investigating social phenomena. The module takes a cross-disciplinary approach and focuses on methods used to advance knowledge in social work and the issues that may arise when applying social science knowledge to social work practice.   • Critical exploration of poverty, inequality, and discrimination   • Critical exploration of key topics including child poverty, racial inequalities, health inequalities and homelessness   • Introduction to research process and quantitative and qualitative data/evidence   • Ethical considerations in research

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☐	☐	☐

Campus(es) for Module Delivery

The module will **normally** be offered by Distance/Online Learning:

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☐	☐	☒	Add name

Term(s) for Module Delivery

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes
At the end of this module the student will be able to:

L1	Demonstrate knowledge and understanding of a range of structural inequalities and their relevance to social work practice.
L2	Demonstrate understanding of the ways in which social science research approaches can be used to inform an evidence base for social work practice.
L3	Demonstrate an ability to critically assess sources of data and evidence relevant to social work.
L4	Present work in appropriate academic formats.

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 Level **7** Students will develop knowledge and understanding of structural inequalities and research processes relevant for professional social work practice and further academic study.
Practice: Applied Knowledge and Understanding	SCQF Level **7** Students will develop the ability to apply their knowledge to a range of professional practice contexts

Generic Cognitive skills	SCQF Level **7** Students will develop a range of critical skills (including inquiry/research skills) relevant to professional social work practice and to higher-level academic study.
Communication, ICT and Numeracy Skills	SCQF Level **7** Students will develop a range of ICT skills because of engagement in this module. These will include developing competence in the use of a variety of online platforms used in professional social work practice.
Autonomy, Accountability and Working with others	SCQF Level **7** Students will take responsibility for significant elements of their own learning as well as working in groups and teams.

*Indicates that module descriptor is not published.

Learning and Teaching	
This module will be delivered online. Learners will be required to engage with resources on the university's Learning Experience Platform (LEP)/Virtual Learning Environment (VLE).	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	12
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)

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.

Creswell, J. (2018). 4th Edition. Qualitative Inquiry and Research Design: Choosing Among Five Approaches: London, Sage Publications Limited.

Creswell, J. W. (2018). 5th Edition. Research design. Qualitative, Quantitative and Mixed method Approaches: Thousand Oaks, CA, Sage.

Attendance and Engagement Requirements

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. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Student Attendance and Engagement Procedure September 2023 (uws.ac.uk)](uws.ac.uk)

For the purposes of this module, academic engagement equates to the following:
In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled sessions (whether online or in-person); course-related learning resources including those accessed via the LEP/VLE and if they complete assessments and submit these on time.

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.](#)

Aligned with the overall commitment to equality and diversity, the module supports equality of opportunity for students from all backgrounds and with different learning needs. 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.
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.

(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 & Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Ug/Pg Social Work & CDAS
Moderator	Scott Grant
External Examiner	J Davies
Accreditation Details	SSSC
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Component 1 Poster presentation worth 50% of the module mark
Assessment 2 Component 2 written assessment worth 50% of the module 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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
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**
Presentation	✓	✓				50	0

Component 2							
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**
Written assignment	✓	✓	✓	✓		50	0

Component 3							
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**
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	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)