**Module Descriptor**

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| **Title** | Practical Skills for Social Research | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | SOCY08XX | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | **J Miller** | | |

**Summary of Module**

This module introduces students to the key concepts, methods, and practical skills required to undertake independent social research, providing an essential foundation for progression to dissertation work at higher levels of study. Through structured lectures, guided activities, and practice based tasks, students develop applied knowledge of the principles that underpin both qualitative and quantitative research, including the ontological and epistemological assumptions that shape methodological choices

Students are introduced to major research types and approaches, including empirical qualitative and quantitative research, literature based designs, creative research methods and secondary data analysis. Workshops enable students to practise designing and conducting interviews, constructing effective online surveys, and accessing or generating data in ways that reflect the practical demands of carrying out social research projects and future dissertation projects.

Ethical awareness is embedded throughout the module. Students learn to identify common ethical issues, understand consent and confidentiality procedures, and apply institutional guidelines when planning research activities.

By completing this module, students gain the confidence and capability to approach research tasks with increasing independence. They develop a clear understanding of research processes, awareness of ethical obligations, and the practical competencies required to design, justify, and implement the initial stages of a research project.

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

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| **Terms for Module Delivery** | Term 1 | ☐ | 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** | |
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| **L1** | Demonstrate critical knowledge and understanding of a range of qualitative and quantitative research methodologies and techniques. |
| **L2** | Demonstrate and apply a range of qualitative and quantitative researcher skills and methods. |
| **L3** | Demonstrate knowledge and understanding of research design and ethical considerations within a chosen topic. |
| **L4** | Design and apply appropriate analytical approaches |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>Demonstrate awareness and understanding of research and equivalent scholarly/academic processes. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>In carrying out routine lines of enquiry, development or investigation into professional level problems and issues.<br>Apply knowledge and understanding of a range of research skills, techniques, practices and materials associated with social research. |
| **Generic Cognitive skills** | **SCQF 8** |

[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

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| | Use a range of approaches to formulate and critically evaluate evidence-based solutions to defined problems and issues.<br><br>Unddertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues that are within the common understanding of research approaches. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br><br>Use a wide range of skills, for example:<br><br>• Produce and respond to detailed and relatively complex written and oral communication in both familiar and unfamiliar contexts.<br><br>Use advanced and specialist research skills to gather and convey complex information.<br><br>• Select and use standard ICT applications to process, obtain and combine information and data. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br><br>Manage under guidance, ethical and professional issues in accordance with current professional ethical codes and practice.<br><br>Manage resources within defined areas of work. |

| **Prerequisites** | **Module Code** | **Module Title** |
|---|---|---|
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br><br>This 20 credit module is split over trimester 1 and 2. Students will attend bi-weekly two hour lectures and workshops resulting in 48 hours contact time over two trimesters. | |
| **Learning Activities**<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 24 |
| Practice-based Learning | 24 |
| Independent Study | 152 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

| **Indicative Resources** |
|---|

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Braun, V And Clark, V (2021) Succesful Qualitative Research. London. Sage.

Lichtman, M. (2017). Qualitative Research for the Social Sciences, SAGE Publications.

Smith, T, L. (2021) Decolonizing Methodologies: Research and Indigenous Peoples. Australia. Bloomsbury Publishing.

Silverman D. (2017) Doing qualitative research, 5th edition, London: Sage Publishing.

MacInnes, J. (2017). An Introduction to Secondary Data Analysis with IBM SPSS Statistics.

Gorard, S. (2021). How to Make Sense of Statistics.

Gorard, S. (2013). Research design: creating robust approaches for the social sciences.

Davies, P and Frances, P. (2018) Doing Criminological Research. London. Thousand Oaks.

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus, learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities..

**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**

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| **Divisional Programme Board** | **Social Sciences** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**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** | Social Science |
| **Moderator** | E Pietka-Nykaza |
| **External Examiner** | C Rhodes |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☒ **Yes** ☐ **No** |
| **Changes / Version Number** | 1 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Student's portfolio of research competencies . |
| **Assessment 2** |
| Etnic Form |
| **Assessment 3** |
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| (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.<br>(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** |
| Portfolio | ☒ | ☒ | ☐ | ☒ | ☐ | 60 | 12 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Ethics Form | ☐ | ☐ | ☒ | ☒ | ☐ | 40 | 8 |

| **Component 3** |
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| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|---|---|---|---|---|---|---|---|
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| What | When | Who |
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