

MODULE SPECIFICATION FORM

Module Title: Social Research	Level: 6	Credit Value: 20
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Module code: YCW606	Cost Centre: GAYC	JACS3 code: L530
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Trimester(s) in which to be offered: 1	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: September 2012 Date revised: September 2015 Version no: 1
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Existing/New: New	Title of module being replaced (if any): YCW602 Leading and Developing Informal Education
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Originating School: Social and Life Sciences	Module Leader: Ged Turner
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Module duration (total hours): 200 hrs Scheduled learning & teaching hours: 40 hrs Independent study hours: 160 hrs Placement hours: 0	Status: core/option (identify core programme where appropriate):
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Programme(s) in which to be offered: BA (Hons) Youth and Community Work	Pre-requisites per programme (between levels): None
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Module Aims:

1. To provide the conceptual foundations necessary to assess the explanatory potential of a range of theoretical positions on social research.
2. To develop knowledge of a wide range of research methodologies and an ability to discriminate between them.
3. To equip students with the ability to prepare a detailed proposal.
4. To enable students to complete their own research dissertation.

Intended Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate the role of social research for investigating a specific issue or problem, and evaluate examples of social research in particular contexts.
2. Demonstrate background knowledge of a research topic, including relevant policies, studies, concepts and debates pertaining to that topic.
3. Plan and produce a research proposal, and devise a suitable research question, aim and objectives, and research process and schedule for a small-scale research project.
4. Identify and evaluate potential research methodologies for undertaking a small-scale research project, and discuss associated theoretical positions and ethical considerations.
5. Identify potential research methods for a small-scale research project, and evaluate the advantages and disadvantages of different methods of gathering data.

Transferable/Key Skills and other attributes:

Social science and its application for studying and comprehending societal influences and their effects on learners.

Intellectual Skills:

1. Plan, conduct, report and present findings from a programme of original research;
2. Synthesize information/data from a variety of sources;
3. Interpret, analyse and evaluate behaviour, approaches and methods.
4. Apply principles and values within ethical methods to address youth and community work issues and problems.

Interpersonal Skills:

1. Communication with individuals and groups through informal learning, group work and presentations;
2. Collaboration with other professionals using problem setting, review and evaluation techniques.

Practical Skills:

1. Observe, record and account for practice outcomes.
2. Prepare descriptive and interpretive reports on youth and community practices.

Assessment:

1. Assessment task one will comprise of a 15 minute presentation and discussion focusing on each student's chosen research topic.
2. Assessment task two will require each student to submit a 2,000-word research proposal, with appendices including relevant ethics forms and a risk assessment (not included in the word count).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 & 2	Presentation	40%	N/A	1,500 (equivalent)
2	3, 4 & 5	Research Proposal	60%	N/A	2,000

Learning and Teaching Strategies:

- 1 The introductory module will be delivered through a series of lead lectures, supplemented by visual and audio material where appropriate and engaging the direct involvement of the students by means of small group tasks and practical exercises.
2. The planning of the research proposal will be supported by individual tutorials and small group interactions, and research supervision arrangements will support the research project.

Syllabus outline:

1. An introduction to the theories and methods of social research.
2. An examination of the respective merits of quantitative and qualitative methodologies, and mixed methods.
3. A consideration and comparison of a range of examples of social research.
4. A detailed examination of the different methods of social research.
5. An exploration of the dynamic of social research, considering the nature of practitioner research, self – reflective practice and ethical considerations.
6. An outline of the process of undertaking and completing a research project from choice of topic through to a final report.

Bibliography:

Essential reading:

Bradford, S. & Cullen, F. (2012) *Research and Research Methods for Youth Practitioners*. Abingdon: Routledge

Cottrell, S. (2014) *Dissertations and Project Reports: A step by step guide*. Basingstoke: Palgrave Macmillan.

David, M. & Sutton, C. (2011) *Social Research: An Introduction*. London: Sage.

Denscombe, M. (2010) *The Good Research Guide for small scale research projects*. Maidenhead: McGraw Hill/OU.

Henn, M., Weinstein, M., & Foard, N. (2009) *A Critical Introduction to Social Research*. London: Sage

Other indicative reading:

Bryman, A. (2008) *Social Research Methods*. Oxford: Oxford University Press

Costley, C., Elliott, G. & Gibbs, P. (2010) *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers*. London: Sage.

Cresswell, J. W. (2003) *Research Design - Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage.

Curtis, B. & Curtis, C. (2011) *Social Research: A Practical Introduction*. Sage: London.

Denscombe, M. (2010) *Ground Rules for Good Research: Guidelines for Good Practice*. Maidenhead: McGraw Hill/OU.

Denzin, N. & Lincoln, Y. (eds.) (2012) *The Sage Handbook of Qualitative Research*. London: Sage.

Elliott, J. (2005) *Using Narrative in Social Research: Qualitative and Quantitative Approaches*. London: Sage.

Flick, U. (2015) *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. London: Sage.

Greetham, B. (2009) *How to write your undergraduate dissertation*. Basingstoke: Palgrave/Macmillan.

Guardian & London School of Economics and Political Science (2011) *Reading the Riots: Investigating England's summer of disorder*. London: Guardian/LSE.

Hart, C. (1998) *Doing a literature review*. London: Sage/OU.

Harvey, L. (1990) *Critical Social Research*. London: Unwin Hyman.

Hennink, M., Hutter, I., & Bailey, A. (2011) *Qualitative Research Methods*. London: Sage.

Jupp, V. (ed.) (2011) *The Sage Dictionary of Social Research Methods*. London: Sage.

May, T. (2001) *Social Research: Issues, methods and process*. Buckingham: Open University Press.

Neuman, W.L. (2010) *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn & Bacon.

Pears, R. & Shields, G. (2008) *Cite them right: the essential guide to referencing and plagiarism*. Newcastle Upon Tyne: Pear Tree Books.

Richards, L. (2015) *Handling Qualitative Data: A Practical Guide*. London: Sage.

Stuart, K., Maynard, L., & Rouncefield, C. (2015) Evaluation Practice for Projects with Young People: A Guide to Creative Research. London: Sage.

Swanborn, P. (2010) Case Study Research: What, How and Why? London: Sage.

Walliman, N. (2004) Your Undergraduate Dissertation – the Essential Guide for Success. Sage: London