

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	1104			
Module Title	Principles of Social Research			
Module Organiser(s)	Ford Hickson ford.hickson@lshtm.ac.uk Ruth Ponsford (deputy) ruth.ponsford@lshtm.ac.uk			
Faculty	Public Health & Policy			
FHEQ Level	Level 7 (postgraduate Masters 'M' level) of the QAA Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ)			
Credit Value	CATS	10 credits	ECTS	5 credits
HESA Cost Centre	104 Psychology & behavioural sciences			
HECoS Code	100246	health sciences		
	100338	philosophy of science		
	100436	anthropology		
	100505	sociology		
Term of Delivery	Term 1			
Mode of Delivery	Face to face			
Mode of Study	Full time			
Language of Study	English			
Pre-Requisites	None			
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body.			
Module Cap (Maximum number of students)	n/a			
Target Audience	Level 7 learners intending to read, use and be involved in the production of social research This module is good preparation for Health Care Evaluation (1400), Medical Anthropology and Public Health (1802), Sociological Approaches to Health (1803), and History & Health (1401).			
Module Description	Ten weekly lectures, preceded by essential preparatory podcasts, activities and readings, and followed by an interactive seminar. Two seminars are based around critical reading of a selection of social science articles; the others are practical sessions in which students develop skills in refining research questions, interviewing, questionnaire design and qualitative data collection. Some additional reading is also required.			

Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1 Thursday afternoons Lectures take place 2pm-3pm Seminars take place 3.30 – 5pm
Last Revised (e.g. year changes approved)	August 2018

2. Programme(s) that this module is part of

Programme (Lead programme first)	Status (Compulsory/Recommended Option)
MSc Public Health	compulsory
MSc Demography & Health	compulsory
MSc Reproductive & Sexual Health Research	compulsory
MSc Public Health for Development	compulsory

3. Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> introduce the basic principles of practice and theory in social research and to demonstrate their application to the empirical study of health.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Demonstrate an understanding of key concepts in social research methodology Identify appropriate research designs for a range of research questions in health Evaluate the strengths and weaknesses of different research designs and data collection methods Critically evaluate published social research studies Demonstrate an understanding of how social research findings can be used in public health disciplines

4. Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> Methodology and philosophy underpinning social research Surveys (using surveys, designing questionnaires) Qualitative methods (data collection using interviews, focus groups, participant observation, analysis of qualitative data) Using documents for social research (e.g. policy documents, media and visual representations)

5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	26	26
Directed self-study	24	24
Self-directed learning	20	20
Assessment, review and revision	30	30
Total	100	100

Teaching and Learning Strategy																			
<p>This module uses a combination of preparatory work (readings, video watching, and activities), lectures and seminars to meet the learning outcomes. Each week students are directed to some preparatory work, which may be carrying out an observation, a specified reading or some other input material, which should be carried out before the lecture. Contact teaching time is 1 lectures and seminars. Each lecture is approximately 50 minutes and are delivered by leading researchers in the Faculty of Public Health and Policy. Lectures may be preceded by a 'quick quiz' on the previous week's material. Seminars immediately follow lectures. They provide space for student discussion of the preparatory material and the lectures, debriefing of the preparatory activities and processing of learning.</p>																			
<p><u>Indicative Breakdown of Contact Time</u></p>																			
<table border="1"> <thead> <tr> <th>Type of delivery</th> <th>Total (hours)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>10.4</td> </tr> <tr> <td>Seminar</td> <td>15.6</td> </tr> <tr> <td>Tutorial</td> <td></td> </tr> <tr> <td>Computer Practical</td> <td></td> </tr> <tr> <td>Laboratory Practical</td> <td></td> </tr> <tr> <td>Fieldwork</td> <td></td> </tr> <tr> <td>Project Supervision</td> <td></td> </tr> <tr> <td>Total</td> <td>26</td> </tr> </tbody> </table>	Type of delivery	Total (hours)	Lecture	10.4	Seminar	15.6	Tutorial		Computer Practical		Laboratory Practical		Fieldwork		Project Supervision		Total	26	
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6. Assessment

Assessment Strategy
<p>The module is formatively assessed by an end of term progress test. This does not count towards the final degree.</p> <p>Formal assessment of this module is by written examination in June.</p>

Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
<i>Coursework</i>			
<i>Exam (Papers 1 & 2)</i>	Single 45 minutes exam question	100	1-5

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
<i>n/a</i>	<i>n/a</i>	<i>n/a</i>

7. Resources

Indicative reading list (if applicable)

- *Durand and Chantler (2014) Principles of Social Research, 2nd Edition. Open University*
- *Bernard, H. R. (2012). Social Research Methods: Qualitative and Quantitative Approaches. SAGE Publications.*

8. Teaching for Disabilities and Learning Differences

The use of Panopto to record all lectures; provision of handouts prior to lectures/seminars; accessibility of teaching resources (Word, PowerPoint & Excel); all items on reading lists available in alternate or accessible formats.