



MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2020-21
Module Code	1104
Module Title	Principles of Social Research
Module Organiser(s)	Ford Hickson and Ruth Ponsford
Faculty	Public Health & Policy
FHEQ Level	Level 7
Credit Value	CATS: 10 ECTS: 5
HECoS Code	100962 : 101307
Term of Delivery	Term 1
Mode of Delivery	For 2020-21 this module will be delivered online only. Where specific teaching methods (lectures, seminars, discussion groups) are noted in this module specification these will be delivered using an online platform. There will be a combination of live interactive activities (synchronous learning) as well as recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	None
Accreditation by Professional Statutory and Regulatory Body	None
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), Qualitative Methodologies (1700), Medical Anthropology and Public Health (1802), Sociological Approaches to Health (1803), and History & Health (1401).
Module Description	Ten weekly interactive seminar, preceded by a pre-recorded lecture and reflection, activity and/or reading. Seminars are based around critical reading of social science articles and

	practical activities giving a taste of interviewing, question design and qualitative data analysis. Some additional reading is also required.
Duration	10 weeks at 0.5 days per week
Timetabling slot	Term 1
Last Revised (e.g. year changes approved)	Aug/2020

Programme(s)	Status
This module is linked to the following programme(s)	
MSc Public Health (all streams)	Compulsory
MSc Demography & Health	Compulsory
MSc Reproductive & Sexual Health Research	Compulsory
MSc Public Health for Development	Compulsory

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to: <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
Upon successful completion of the module a student will be able to: <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

Indicative Syllabus

Session Content
The module is expected to cover the following topics: <ul style="list-style-type: none"> What is social research? Survey designs and formulating questions Generating and analysing qualitative data Observation and ethnography Documentary approaches Social experiments Data synthesis

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	14	14%
Directed self-study	36	36%
Self-directed learning	20	20%
Assessment, review and revision	30	30%
Total	100	100%

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email. Student contact time also includes tutor-mediated activities that take place in online environments, which may be synchronous (using real-time digital tools such as Zoom or Blackboard Collaborate Ultra) or asynchronous (using digital tools such as tutor-moderated discussion forums or blogs often delivered through the School's virtual learning environment, Moodle).

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive (online or on-campus) and self-directed study.

Teaching and Learning Strategy

This module uses a combination of preparatory work (readings, video watching, and activities), and interactive online sessions to meet the learning outcomes. Each week students are directed to preparatory work which should be carried out before the lecture, This will include viewing a pre-recorded lecture and answering questions, and may also include a specified reading, carrying out an observation, or some other input material. Contact teaching time is in online and seminars and Q&A sessions with lecturers. Each pre-recorded lecture is approximately 45 minutes and are delivered by leading researchers in the Faculty of Public Health and Policy. Seminars occur in two time slots (early and late in the working day, GMT). They provide space for discussion of the preparatory material, debriefing of the activities and processing of learning.

Assessment

Assessment Strategy

The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

The assessment for this module will be part of the summer exams which will be online.

The module is formatively assessed by an end of term progress test. This does not count towards the final degree.

The summative assessment of this module is by written examination in the summer term.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Exam (Papers 1 & 2)	1 question in Paper 1	100%	1 to 5

Resitting assessment

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

The Resit assessment will be the same assessment type as the first attempt (see previous table).

Resources

Indicative reading list

- 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

Teaching for Disabilities and Learning Differences

The module-specific site on Moodle provides students with access to lecture notes and copies of the slides used during the lecture prior to the lecture (in pdf format). All lectures are recorded and made available on Moodle as quickly as possible. All materials posted up on Moodle areas, including computer-based sessions, have been made accessible where possible.

The LSHTM Moodle has been made accessible to the widest possible audience, using a VLE that allows for up to 300% zoom, permits navigation via keyboard and use of speech recognition software, and that allows listening through a screen reader. All students have access to “SensusAccess” software which allows conversion of files into alternative formats.

For students who require learning or assessment adjustments and support this can be arranged through the Student Support Services – details and how to request support can be found on the [LSHTM Disability Support pages](#).