Programme Specification

Programme award and title: Doctor in Applied Social Research

SCQF Level: 12  SCQF Credit Value: 540

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme is intended for experienced professionals whose work may require them to commission, evaluate, direct, administer or design research into certain aspects of the applied social sciences. It is directed towards an analysis of policy and practice, and the development of professional practice. The taught modules focus on particular aspects of social science research, for example in the fields of housing, social work and community care, criminal justice, drugs and alcohol and dementia studies, as well as emphasising the critical understanding of research and research methods.

- The specific objectives of the programme are:
  - to enable students to critically examine the key theoretical foundations that underpin social scientific research and analysis
  - to develop students’ understanding of research from the proposal stage to dissemination of the findings;
  - to introduce students to the key applications of information technology in social scientific research;
  - to provide students with the skills and knowledge base required; to collect, analyse and report qualitative and quantitative data, taking account of ethics, reliability and validity;
  - to develop students’ understanding of the relationship between research and policy and the meanings of evaluation, its terminology, practice and use;
  - enhance student learning during the programme by conducting, writing up, and engaging in a reflexive analysis of a professional project;
  - to design and complete a research project in the form of a thesis on a topic chosen by the student in consultation with their supervisors and with the approval of the Programme Director and Department of Applied Social Science Ethics Committee.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- students will have an understanding of the nature of social enquiry and a critical awareness of the relationship between social theory and social science research
- students will understand the scope and scale of a range of research techniques and data collection instruments

Subject-specific skills and other attributes
- students will have developed key skills necessary to effectively use the key applications of information technology in social research
- students will have developed a broad knowledge base and key skills required to collect, analyse and report qualitative and quantitative data
- students will be able to explore issues concerning comparative and cross-national research, policy analysis and evaluation
- students will be sensitised to the requirements of the research process and issues associated with implementing research
- students will have developed both individual and group skills in the area of communication
- students will be able to work independently to design and complete social research projects
| Learning, teaching and assessment strategies: |
| Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features |
| • To achieve the learning outcomes of the Doctor of Applied Social Science programme, appropriate teaching and learning strategies have been developed. Programmes draw on a variety of methods of assessment to enable students to demonstrate the achievement of the learning outcomes. |
| • Varied teaching methods appropriate to the curriculum, including lectures, seminars, computer based workshops and group work, are used to deliver a coherent programme of study. Teaching methods are adapted to suit the aims of each module, and to provide students with the range and depth of learning required by the degree as a whole. They are designed to facilitate students’ progressive development and acquisition of skills through the degree. |
| • Students experience a range of different forms of assessment – these include standard essays, critical review essays, book reviews, research proposals, oral presentations, reflexive project reports and the research thesis. |

| Professional/statutory body accreditation or recognition: |
| Further details: |

Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)


Introduction/revision date: September 2011