University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

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Part 1: Basic Data						
Module Title	Researching Beneath the Surface					
Module Code	UZSN7U-30-M		Level	M	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	Module type	Work based Learning	
Owning Faculty	Health and Applied Sciences		Field	Sociology and Criminology		
Department	Health and Social Sciences		Module Type	Project		
Contributes towards	MRes/MSc Professional Development (Psycho-Social Studies)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to demonstrate: 1. A critical grasp of the epistemological implications of the existence of the unconscious in its dynamic and relational forms (Component A) 2. An understanding of the connections between i) different ways of knowing and different methods of inquiry, ii) processes of inquiry and processes of intervention (Component A). 3. A detailed grasp of the implications of an understanding of the internal world for traditional qualitative research methodologies, particularly interview and observation based forms of inquiry (Component A). 4. An appreciation of a variety of new methods of inquiry into the unconscious life of the individual, organisation and society (component A). 5. The skills necessary to operationalise at least two psycho-social methods of inquiry in relation to own area of practice (component A). 6. A reflexive awareness of the ethical issues posed by 'deep inquiry' methods of data generation and analysis (component A).
Syllabus Outline	This will be a work based learning course – and as such guided by developments in the field as well as learners' requirements. It will present the epistemological underpinnings and processes of inquiry of a Psycho-Social research approach and will draw most relevant material from each of the following themes: **1. Epistemology:** Positivism, hermeneutics and depth hermeneutics, Objectivity and validity in the exploration of human experience, The links between epistemology and methodology, Methodology - from research to inquiry to intervention **2. Putting the 'psyche' into social research:** The psychodynamics of the research encounter: transference/countertransference;

	defended subjects/defended researchers. Double reflexivity' – the interpenetration of power, affect and unconscious phantasy. Psycho-social approaches to interviewing and observation. 3. **Methodologies of Inquiry:** Life history/biographical interviewing, Psycho-social action research, Methods of Group Inquiry(Group Relations and Group Analytic traditions), Visualisation Techniques: imagery, artwork, photography as methods of exploration, The use of dreams: individual and social dreaming, Dramaturgical techniques, Psychoanalytic ethnography, The ethics of 'deep inquiry'. 4. **Data Analysis 'in depth'** Interpretation and analysis: Psychoanalytic debates, Non positivistic approaches to validity: dialogic models of objectivity, Making sense of data: interview tapes and transcripts, notes of observations, fieldwork notes, reflexive diaries, imagery, etc., The uses and limitations of computer software packages in data analysis, The ethics of 'depth analysis'.
Contact Hours	Delivery pattern will be flexible, work-based and vary in line with the requirements of those utilising this module. However, this would be based on a model that may envisage • 25 contact hours ideally delivered in day blocks to facilitate travel and work cover arrangements • 100 hours of work-based learning over the module. • 175 hours private study/reading.
Teaching and Learning Methods	**Scheduled learning** includes lectorials, tutorials, project supervision; work based learning Lectorials will be used to both introduce and discuss key psycho-social themes, concepts and debates already existing in the area of emotion, affect and society. Lectorials allow a form of interactive delivery, whereby discussion and connections between students' present work and/or past professional experience and content may influence lecture content delivery. Workshops will include peer supervision and data analysis processes and other practice orientated activities. Tutorials will be aimed at guiding students through their learning and at facilitating students to create a bespoke learning contract and assessment portfolio. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices students make. Blackboard will be used to facilitate learning through providing guidance and learning materials. The work environment, whether based on paid employment or volunteering, is also a source of experiential learning and specific skills acquisition required for the module
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are

interested in applying for.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	25	175	100	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage			
Coursework assessment percentage			100%
Practical exam assessment percentage			
			100%

Reading Strategy	Students will be expected to access key recommended texts listed and to access the further reading. The student will be expected to purchase key texts as directed and to access further recommended reading provided as e-books and journals or as digitalised book chapters or journal articles, where free electronic access is not available. Such access will be provided via the library website and through Blackboard. All students are encouraged to read widely using the library catalogue, a variety of remote access bibliographic and full text databases and Internet resources are available. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. Students are expected to be able to identify and retrieve appropriate reading. Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. .
Indicative Reading List	Alvesson, M. and Skoldberg, K. (2000). *Reflexive Methodology: New Vistas for Qualitative Research*. London: Sage. Chamberlayne, P., Bornat, J. and Wengraf, T. (eds) (2000) *The Turn Towards Biographical Methods in the Social Sciences*. London: Routledge. Chamberlayne, P, Rustin, M., Wengraf, T. (eds) (2004) *Biographicical Methods and Professional Practice: An International Perspective*. Bristol: Policy Press.

Clarke, S. & Hoggett, P. (eds) (2009) *Researching Beneath the Surface*. London: Karnac.

Crociani-Windland, L. (2003) "Learning as a lived and Living Process- Reflexity in Research in the Light of Bion and Bergson" in *Journal of PsychoSocial Studies* Vol 2(1)

Denzin, N. (1989) *Interpretive Biography*. London: Sage.

Gilbert, N. (1993) *Researching Social Life*. London: Sage

Hammersley, M. and Atkinson, P. (1995) *Ethnography: Principles in Practice*. London: Routledge.

Hollway, W. and Jefferson, T. (2012) 2nd Edition *Doing Qualitative Research Differently: Free Association, Narrative and the Interview Method*. London: Sage.

Hinshelwood, R.D. &. Skogstad, W. (2000) *Observing Organisations.* London: Routledge.

Hunt, J. (1989) *Psychoanalytic Aspects of Fieldwork*. London: Sage.

Mauthner, M. (ed) (2002) *Ethics in Qualitative Research*. London: Sage

Reason, P (ed) (1988) *Human Inquiry in Action; Developments in New Paradigm Research*. London: Sage.

Reid, S (ed) (1997) *Developments in Infant Observation: the Tavistock Model*. London: Routledge

Walkerdine, V, Lucey, H, Melody, J (2001)*Growing Up Girl: Psychosocial Explorations of Gender and Class*. London: Palgrave.

Part 3: Assessment

| Assessment Strategy | The assessment strategy is to create a bespoke assessment of work based learning, with reference to psycho-social theoretical approaches. It therefore depends on the learning contract negotiated with the facilitator. The assessment states that it must be equivalent to a project of 6000 words because some options of assessment will not take the form of written work in the form of an orthodox essay or report. Other options include
• A portfolio of evidence
• A presentation with associated reflection
• Production of a patient/service user information leaflet or video with associated reflection.
• A paper or letter prepared for publication with associated reflection.

Clearly where there are different options for assessment there will need to be guidelines so that students and academic staff can have confidence that assessments are comparable. Assessment strategies need to meet three criteria.
1. That the negotiated learning outcomes related to the module outcomes are met
2. That the correct academic level is reached
3. That the learning, including assessment, represents 300 hours of study, nominally. |

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio equivalent to 6000 words	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio equivalent to 6000 words	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.