



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Economic Research Methods				
Module Code	UMED8N-15-2	Level	2	Version	1
Owning Faculty	FBL	Field	Economics		
Contributes towards	BA (Hons) Economics; BA(Hons) Banking & Finance				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate the following:</p> <ol style="list-style-type: none"> 1. A critical awareness of different approaches to doing research. (Component A, Component B) 2. The ability to design, plan and conduct an independent research project on a topic selected by them. (Component B) 3. Evaluation of the strengths and weaknesses of different research methods in terms of their appropriateness, effectiveness and ethical implications. (Component A) 4. Command of statistical and qualitative research and analysis. (Component A, Component B) 5. An ability to use SPSS in order to conduct research. (Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Time management skills • Effective communication using written and verbal media • Independent and interdependent (group) working
Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> • Foundational statistics - revision; introduction to SPSS • non-parametric tests and measures of association • approaches to research design; research ethics • sampling methods • questionnaires and surveys

	<ul style="list-style-type: none"> • qualitative data collection and analyses • cross-sectional regression • planning and writing research projects
Contact Hours/Scheduled Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of an alternating pattern of one lecture, two seminars/workshops in one week, and two lectures and one seminar/workshop the next week.
Teaching and Learning Methods	<p>Lectures will focus on core material, with a particular focus on theory and its application, and the workings of SPSS. Seminars will focus on investigating and practising the lecture material. Workshops will be based in computer rooms and will emphasise electronic data collection and application and practice with SPSS.</p> <p>In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings.</p> <p>Queries and extended discussions with staff can also be approached virtually through e-mail.</p> <p>Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums.</p> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Learn Higher http://www.learnhigher.ac.uk/Students.html • Espresso Maths http://www.cems.uwe.ac.uk/mslc/
Reading Strategy*	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.</p> <p>Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard</p> <p>UWE Libraries – Engagement with online resources available through the library</p>

	<p>will be a core requirement of this module.</p> <p>Essential & Further Reading The essential reading for the module will be:</p> <p>Bryman, A. and Bell, E. (2011). <i>Business Research Methods</i>, Oxford: Oxford University Press.</p> <p>In addition, students will be directed towards useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Bryman, A. and Bell, E. (2011). <i>Business Research Methods</i>, Oxford: Oxford University Press. Gauri, P. and Gronhaug, K. (2005). <i>Research Methods in Business Studies: A Practical Guide</i>, London: Prentice Hall. Bryman, A. (2004). <i>Social Research Methods</i>, Oxford: Oxford University Press. Patton, M. (2002). <i>Qualitative Research and Evaluation Methods</i>, London: 2002. Saunders, M., Lewis, P. and Thornhill, A. (2009). <i>Research Methods for Business Students</i>, London: FT/Prentice Hall. Barrow, M. (2001). <i>Statistics for Economics, Accounting and Business Studies</i>, London: Pearson. Kennedy, P. (1998). <i>A Guide to Econometrics</i>, Oxford: Blackwell. Field, A. (2009). <i>Discovering Statistics Using SPSS</i>, London: Sage.</p> <p>Articles from academic journals and from national and international newspapers will be drawn on. These will include specific webpages that students will be recommended to read regularly as well as respected economic blogs. Within these websites there are video and audio recordings of respected economists and policy makers.</p> <p>Academic and Practitioner Journals</p> <p>Applied Economics International Review of Applied Economics Journal of Economic Methodology Economic Journal American Economic Review The Economist</p>

Part 3: Assessment	
Assessment Strategy	<p>This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module; it may include peer feedback on informal activities. Formative assessment will be important because the summative assessment all occurs late in this particular module. An example of early formative assessment is a test of statistical concepts. Online tests are available for all of the early material; and these would be deployed. Summative assessment will be multi-faceted. The first opportunity for summative assessment is a guided research project. The examination will assess the entire module content and will occur</p>

at the end of the module.

Summative Assessment

Component A:

An end-of-module exam will be conducted under controlled conditions to test knowledge of core concepts and the students' ability to critically evaluate research tools and methods. The two hour exam will consist of a variety of question types including, for instance, multiple choice questions, data response and a longer response (essay) question.

Component B:

A 2000 word research project asks students to demonstrate skills of obtaining, manipulating and analysing data using SPSS; and to display the ability to comment coherently on a research topic which they have selected based on their analysis of current literature.

Formative Assessment:

1. Engagement with other students in seminars.
2. Engagement with external speakers and with private sector businesses.
3. Regular VLE messages, including podcasts, provide generic feedback to groups on lectures, seminars and practical classes.

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions)	Element weighting	
Description of each element		
1. Examination 2 hours	100%	
Component B	Element weighting	
Description of each element		
1. 2000 word research project	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions)	Element weighting	
Description of each element		
1. Examination 2-hours	100%	
Component B	Element weighting	
Description of each element		
1. 2000 word research project	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		