




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Project				
Module Code	UMED8Y-30-3	Level	3	Version	1.3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	FBL	Field	Economics		
Department	BBS: Accounting, Economics and Finance	Module Type	Project		
Contributes towards	BA (Hons)Economics, BSc (Hons)Economics; BA (Hons) Banking and Finance				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	QMAC December 2011		Valid from	September 2012	
Revision CAP Approval Date	18 November 2015		Revised with effect from	September 2016	

<b>Review Date</b>	September 2018.
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• A knowledge and understanding of the literature in his or her chosen topic and be able to assess its relevance (Component A)</li> <li>• Presentation of his or her findings in a logical and coherent manner (Component A)</li> <li>• Assessment of the contributions of other researchers in a constructive manner (Component A)</li> <li>• The ability to search in an effective way for relevant information of a quantitative or qualitative nature, using appropriate electronic and other methods (Component A)</li> <li>• Ability to conduct an independent research project (Component A)</li> </ul> <p>In addition the educational experience may explore, develop, and practise but not formally discretely assess the student's personal motivation and organisational skills and their ability to carry out further investigations with a greater degree of organization and planning.</p>

Syllabus Outline	<p>This module typically will cover:</p> <ul style="list-style-type: none"> <li>• Research design, planning and writing.</li> <li>• Carrying out an in-depth literature review</li> <li>• Advanced searching techniques and tips</li> <li>• Citation searching</li> <li>• Current awareness services and resources</li> <li>• Advanced database use (exploitation of full functionality of electronic resources)</li> <li>• Exploration of wide range of information sources</li> <li>• Advanced use of statistical and data sources</li> </ul>																									
Contact Hours/Scheduled Hours	Five formal hour-long lectures at the beginning of the module supplemented by a minimum of six meetings with project supervisor, each lasting approximately 30 minutes.																									
Teaching and Learning Methods	<p>Students could pursue a number of alternative methodological approaches. For instance, they could make use of primary or secondary data, evaluate and synthesize the literature in a particular field, design a questionnaire, employ statistical modelling or carry out an historical or philosophical investigation. Where appropriate, they would be encouraged to adopt an interdisciplinary approach. The topic chosen will be informed by previous study and/or may be based on a current or past workplace setting.</p> <p>The focus of the project <b>MUST</b> be agreed with the supervisor and should be relevant to each individual student's award.</p> <p>There will be a number of taught sessions at the start of this module. In conjunction with academic staff in the School of Economics, the Faculty Librarians will offer practical workshops giving students the opportunity to develop their information skills in order to carry out a sustained piece of work.</p> <p>Students are expected to engage with the project alongside their other studies. They will need to articulate their research question and appropriately chosen methodology at an early stage in order to maximise the usefulness of the taught sessions.</p>																									
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="534 1547 1445 1939"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">8</td> <td style="text-align: center;">292</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	8	292	0	300
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	<p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="646 515 1340 750"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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Written exam assessment percentage		0%																			
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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 web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many 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>There is no one source of essential reading. However, the following sources are indicative of the range of resources available in the library. This list will be updated annually through the information given in the taught sessions and in the module handbook.</p> <p>Students will also be directed towards the University Library online Study Skills resources <a href="http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx">http://www1.uwe.ac.uk/students/studysupport/studyskills.aspx</a> 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>																				
Indicative Reading List	<p><b>Material on Literature Reviews:</b></p> <p>Hart, C. (1998) <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>. London: Sage.</p> <p>Hart, C. (2001) <i>Doing a Literature Search: A Comprehensive Guide for the Social Sciences</i>. London: Sage.</p> <p>Locke, L.F., Silverman, S.J. &amp; Spirduso, W.W. (2004) <i>Reading and Understanding Research</i> (2nd ed) London: Sage.</p> <p><b>Methodology:</b></p> <p>Baltagi, B. H. (2005). <i>Econometric analysis of panel data</i> Chichester: John Wiley</p> <p>Brannen J. (ed), (2000). <i>Mixing methods: qualitative and quantitative research</i>, Aldershot: Ashgate</p> <p>Brooks, C. (2002). <i>Introductory econometrics for finance</i>, Cambridge: Cambridge</p>																				

	<p>University Press</p> <p>Dougherty, C. (2002). <i>Introduction to econometrics</i>, Oxford: Oxford University Press</p> <p>Downward P., (ed), (2003). <i>Applied economics and the critical realist critique</i>, London: Routledge</p> <p>Enders W. (2004). <i>Applied econometric time series</i>, Hoboken, N.J.: Wiley</p> <p>Franses P.H. (2002). <i>A concise introduction to econometrics: an intuitive guide</i>, Cambridge: Cambridge University Press</p> <p>Koop, G. (2005). <i>Analysis of economic data</i>, London: John Wiley</p> <p>Maddala, G. S. (2001). <i>Introduction to econometrics</i>, Chichester: Wiley</p> <p>Murray, M. P. (2005). <i>Econometrics: a modern introduction</i>, London: Pearson/Addison-Wesley</p> <p>Neuman W.L. (2006). <i>Social research methods: qualitative and quantitative approaches</i>, London: Pearson/Allyn and Bacon,</p> <p>Patton M.Q. (2002). <i>Qualitative research &amp; evaluation methods</i>, London: Sage</p> <p>Pole, C. and Lampard R. (2002). <i>Practical social investigation : qualitative and quantitative methods in social research</i>, Harlow: Prentice Hall</p> <p>Russell B. H. (2000). <i>Social research methods: qualitative and quantitative</i>, London: Sage</p> <p>Stigum B. P. (2003). <i>Econometrics and the philosophy of economics: theory-data confrontations in economics</i>, Oxford: Princeton University Press</p> <p>Studenmund, A. H. (2006). <i>Using econometrics : a practical guide</i>, London: Pearson/Addison-Wesley</p> <p>Thomas, R. M. (2003). <i>Blending qualitative and quantitative research methods in theses and dissertations</i>, London: Corwin Press/Sage</p> <p>Verbeek M. (2004). <i>A guide to modern econometrics</i>, Chichester: Wiley</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module requires the students to write an 8000 word dissertation. This dissertation will include a 2000 word literature review.</p> <p>The assessment for this module contains one component, which in turn contains two elements.</p> <p>The first element of the assessment is a 2000 word literature review which is submitted at the end of the first semester. This first element of the assessment is worth 25% of the total mark for the module.</p> <p>The second element of the assessment is the completed 8000 word dissertation. This second element of the assessment is worth 75% of the total mark for the module.</p> <p>Each dissertation will be examined during the summer assessment period by two members of staff. The first marker is the student's project supervisor, with the second marker chosen by the project supervisor. The first and second markers will</p>

	<p>agree a provisional mark for the dissertation.</p> <p>Each student will be required to attend an oral viva, where they will be given the opportunity to discuss the contents and conclusions of their thesis with the two examiners (usually the project supervisor and the second marker). After the conclusion of the viva, the two examiners will have the opportunity to adjust the provisional mark for the dissertation by a maximum of 5% (up or down). Students who fail to attend their viva can have their provisional mark reduced by up to 5%.</p> <p>Where the two examiners are in agreement on the final mark for the dissertation (provisional mark plus any adjustment resulting from the viva), this mark will put forward as the final mark for the module.</p> <p>In the event that the two examiners are unable to reach agreement on the final mark for the dissertation, the module leader will adjudicate in order to reach agreement on the final mark.</p>
Identify final assessment component and element	<b>Component A2</b>
% weighting between components A and B (Standard modules only)	<b>A:</b> 100% <b>B:</b> n/a
<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. 2000 word literature review to be completed in the student's own time	25%
2. 8000 word dissertation to be completed in the student's own time (the final dissertation will include the 2000 word literature review)	75%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
N/A	
<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Re-submission of 8000 word dissertation.	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
N/A	
<p>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.</p>	