



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Researching Education, Learning and Development				
Module Code	UTTQQL-15-3	Level	3	Version	2
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(Hons) Education in Professional Practice BA(Hons) Education, Learning and Development BA(Hons) Education and Early Childhood				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	2 nd May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Identify a specialised field and focus for detailed research in the area of ELD (Comp A) 2. Explore a range of epistemological issues in relation to research in order to work ethically and professionally within the discipline (Comp A) 3. Critically analyse and evaluate research claims in relation to reliability and validity (Comp A) 4. Reflect on, and engage in discussion of the implications of ethical issues in the research process (Comp A) 5. Organise and present ideas and information coherently and concisely and provide evaluation of those ideas (Comp A) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following</p> <ol style="list-style-type: none"> 1. Work with minimum guidance and take responsibility for own learning to accommodate new principles and understandings 2. Use interpersonal skills and communication skills to clarify tasks; and identify and rectify issues regarding their research proposal
Syllabus Outline	<p>The module content will include:</p> <ul style="list-style-type: none"> • The purposes and paradigms of research • Practitioner or action research • Conducting interviews • Researching personal constructs • Systematic observation • Using questionnaires and surveys • Analysing qualitative data

	<ul style="list-style-type: none"> • Issues around quantitative data • Processes of analysis and presentation of argument • Ethical issues and concerns around access • Developing a theoretical framework and using literature
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • Contact time on this module is organised through a range of strategies including lectures, supervised workshops, seminars and tutorials. Contact time will also be composed of communication using email discussion groups <p>A detailed breakdown of a typical pattern of delivery for this module is as follows: Whole cohort events: 12 hours Seminars / supervised workshops (including presentations): 15 hours Directed study time: 3 hours Tutorials: 6 hours</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that students engage in approximately 2 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of specialist interest, presentation preparation and completion and review of feedback.</p>
Reading Strategy*	<p>Essential reading: Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.</p> <p>Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. 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.</p> <p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.</p>
INDICATIVE READING LIST	<p>BRITISH EDUCATIONAL RESEARCH ASSOCIATION, (2011), <i>Revised Ethical Guidelines for Educational Research</i>, Southwell, Notts.: BERA. [available online from http://www.bera.ac.uk/]</p> <p>CROZIER, G., (2003), <i>Researching black parents: making sense of the role of research and the researcher</i>, <i>Qualitative Research</i>, 3 (1), pp 79-94</p> <p>HYDER, A.A., & WALI, S.A., (2006), <i>Informed Consent And Collaborative Research: Perspectives From The Developing World</i>, <i>Developing World Bioethics</i>, 6(1), pp 33-40</p> <p>PUNCH, K.F., (2009), <i>Introduction to Research Methods in Education</i>, London: Sage Publications</p> <p>THOMAS, G., (2013), <i>How to do your Research Project (2nd edition)</i>, London: Sage Publications</p> <p>WELLINGTON, J., (2000), <i>Educational Research: Contemporary Issues and Practical Approaches</i>, London: Continuum</p> <p>In addition to the key texts, module participants are encouraged to use the library proactively to identify and explore a range of readings to support their areas of interest.</p>

Part 3: Assessment		
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of educational research. Students are required to present a proposal (either empirical or literature based) for a piece of research they wish to execute as their final dissertation; relevant to their interest and within the remit of the programme in negotiation with the module tutor and / or dissertation supervisor</p> <p><u>Formative Assessment</u> Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means and during seminars.</p> <p>All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor <i>before</i> beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review will be passed to the Module Leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the Ethical Review form and re-submitted to the Supervisor for approval and re-signing. The completed Ethical Review form must be included in the assignment submission.</p>	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions)	Element weighting	
Description of each element		
A 10 minute individual presentation and 5min question and answers from tutor / peers – total 15mins summative assessment. Assessment Criteria AL3, BL3, EL3	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions)	Element weighting	
Description of each element		
A 10 minute individual presentation and 5min question and answers from tutor / peers – total 15mins summative assessment. Assessment Criteria AL3, BL3, EL3	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.		

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First CAP Approval Date	2 May 2012			
Revision CAP Approval Date	31 May 2017	Version	2	RIA 12350