

## CDA4 Programme Design Template Module specification



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Methodology				
Module Code	UADANL-15-M DM401	Level	M	Version	1
Owning Faculty	ACE	Field	Design		
Contributes towards	MA Graphic Design, MA Photography, MA Interior Design				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	N/A		Co- requisites	None	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	1 <sup>st</sup> August 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p><b>On satisfactory completion of this unit students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. demonstrate the ability to identify appropriate methods of research to address the research problems in current and future practices. (Comp A1,2,3,4 + B2,3)</li> <li>2. demonstrate a focused engagement with specific research methodologies appropriate to the area chosen. (Comp B1,3,4)</li> <li>3. demonstrate an ability to engage in critical self-reflection as a means of evaluating progress. (Comp. A1,2,3,4 + B2,3,4)</li> <li>4. demonstrate the capacity to implement the chosen research methods in a systematic and rigorous manner and to engage in critical reflection and evaluation of outcomes. (Comp. B1,2,3,4)</li> <li>5. demonstrate an ability to communicate findings in a developed manner. (Comp. A1,2,3,4 + B3,4)</li> </ol>
Syllabus Outline	<p><b>Content and Syllabus</b></p> <p>This unit, placed at the beginning of the students' postgraduate study, is designed to support and advance the project work produced during the rest of their MA study through a developed investigation of research methods. The students will define, articulate and critically reflect upon the research concerns of your own practice during this unit, thereby underpinning and enhancing their knowledge and understanding of the chosen field of study, as well as developing their ability to communicate this in a variety of ways. As such the unit introduces the student to a range of research and communication methods and tools appropriate to an advanced level of study. This will support the development of their studies in ways that encourage them to pursue and make use of a significant intellectual appreciation of the subject as a whole, as well as the methods, processes and materials employed within</p>

	<p>your specialism.</p> <p>The sources of research may be varied, and may include images, objects, verbal or written texts and other forms of material documentation. At this level of advanced study these sources should be subject to appropriate and systematic forms of critical analysis, evaluation and synthesis, and should support the development of students' MA project through effective forms of communication and academic conventions.</p> <p><b>Core topics may include:</b></p> <ul style="list-style-type: none"> <li>• The nature of post-graduate research in general and practice-based research in particular.</li> <li>• Constructing and sustaining a coherent research project.</li> <li>• Identifying, developing and evaluating research topics and questions.</li> <li>• Primary and secondary sourcing and search techniques.</li> <li>• Interpretative research methods, including qualitative approaches to visual and text based material.</li> <li>• The use of appropriate research methods concerning situated knowledge, ethics, reflexivity and research governance.</li> <li>• Communication techniques and skills appropriate to research such as interview procedures and focus group discussions .</li> <li>• Bibliographies, referencing, presentation of written material and other academic writing conventions.</li> <li>• Researching Systems</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>Learning Hours 150</p> <p>Contact Hours 60</p> <p>Independent Learning hours 90</p>
<p>Teaching and Learning Methods</p>	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a wide variety of other techniques and approaches are employed to enrich the delivery and to cater for different student learning styles and preferences.</p> <p>Teaching and Learning will be guided by a series of introductory lectures that investigate the central concerns of practising research, notably, the development of a research project, social research methods including interview techniques, approaches to ethnography, as well as visual and textual analysis. Of primary concern for this level of study is the critical positioning and reflexivity of the researcher. The student will then be able to discuss and critique issues emerging from the lectures in a series of seminars. The assignments provide students with further opportunity to carry out an in-depth critical investigation of research methodologies which analyses, evaluates and reflects upon the appropriateness of these to their own interests and concerns.</p> <p><b>Scheduled learning</b> includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, online surveys and tutorials.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p> <p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Seminar</li> <li>• Group tutorial</li> <li>• Tutorial</li> <li>• 'Blackboard'</li> <li>• Independent study</li> </ul>
<p>Reading Strategy</p>	<p><b>Required Reading List</b></p>

Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.

**Recommended Reading**

Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.

**Access and Skills**

The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.

**Indicative Reading List**

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. However, as indicated above, *current* advice on readings will be available via the module guide.

**Indicative Reading List**

**Essential**

Creswell, John. (2002). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. 2nd ed. London: Sage Publications.  
 Emmison, Michael and Smith, Philip. (2000). *Researching the Visual*. London: Sage Publications.  
 Silverman, David. (2004). *Doing Qualitative Research*. 2nd ed. London: Sage Publications.  
 Walliman, N. (2005). *Your Research Project: a Step-by-Step Guide for the First-Time Researcher*. 2nd ed. London: Sage Publications.

**Recommended**

Allison, Brian. (2001). *Research Skills for Students*. London: Kogan Page.  
 Bertrand, Ina and Hughes, Peter. (2004). *Media Research Methods: Audiences, Institutions, Texts*. Basingstoke: Palgrave Macmillan.  
 Blunt, Alison. et al. (Eds.). (2003). *Cultural Geography in Practice*. London: Arnold.  
 Laurel, Brenda. (2003). *Design Research: Methods and Perspectives*. London: MIT Press.  
 Seale, Clive. (2004). *Researching Society and Culture*. 2nd ed. London: Sage.  
 Sullivan, Graeme. (2005). *Art Practice as Research: Inquiry in the Visual Arts*. London: Sage.

Further reference material relating to both generic and specialist discourses will be articulated through unit handbooks (issued at the start of the unit) and via online teaching and learning resources.

## Part 3: Assessment

### Assessment Strategy

#### Assessment Requirement

##### Component A:

1. Oral Assessments and/or presentations (O1,2,3,4,5)

All assignments given to students in the class are explained visually and verbally by the lecturer and they require the students to undertake the required practical or/and written work accompanying this with detailed sketchbook or/and, research work development and final Graphic Design work (*if required by particular assignment / project*). (*learning outcomes, assessment criteria and evidence required, are analysed in detail in the project brief given to the students*)

The presentations must cover and analyse the work and research undertaken on particular project, the student must also explain the specific visual decisions taken and solutions given to problems. The student will also have to self-evaluate and analyse the evidences provided by the student that cover the needed outcomes required by the project or written paper.

##### Component B

1. Written Reports / Essays (O1,2,3,4,5)

A series of written reports essays exploring the research methodologies appropriate to your own practice-based work. This should address a variety of approaches outlined in lectures and critically evaluate upon your effectiveness. It should also address how such methodologies can be applied to your own current research project. For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

All assignments require an extensive piece of research and sketchbook work with evidence of self-evaluation and in some cases evaluation of the work of others. Research material must be analysed and synthesised creatively and with evidence of detailed study upon particular research. Students in our master's level must show evidence of being able to deal with complex issues both systematically and creatively, to make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialists. The student must comment upon findings and evaluate critically current research material and advanced scholarship in the graphic design discipline. The student through these assignments/projects should demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a postgraduate and professional level. Sketchbooks must always show experimentation and creativity with various ideas generating techniques and approaches as well as with own comments and thoughts, images, illustrations, interviews with people, copies of text, references to books, articles, magazines, websites etc.

During each project / assignment, students are formatively assessed through the presentation of their work at feedback sessions, during which they may be asked to explain and justify their work and to demonstrate the process of development, thinking and research. Other learners and lecturers are normally present and are invited to contribute to the discussion. We always welcome undergraduate students to participate in these presentations.

##### Assessment feedback

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative

	feedback comments to explain how the marks were awarded and offer advice about how to improve.
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Identify final assessment component and element	<b>B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>20</b>	<b>80</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Oral assessment 15 Minutes	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Report Essay of a 1000 - 1500	30	
2. Research Paper of 4000 - 5000	50	
3. Journal 1000 - 1500	20	

<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> <i>(as % of component)</i>	
1. Oral assessment 15 Minutes	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Report Essay of a 1000 - 1500	30	
2. Research Paper of 4000 - 5000	50	
3. Journal 1000 - 1500	20	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		