CDA4 Programme Design Template
Module specification

University of the
West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Research Methodology				
Module Code	UADANL-15-M	Level	M	Version	1.1
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		

CAP Approval Date	1st August 2012

Part 2: Learning and Teaching	
Learning Outcomes	**On satisfactory completion of this unit students will be able to:** 1. Demonstrate the ability to identify appropriate methods of research to address the research problems in current and future practices. (Comp A2) 2. Demonstrate a focused engagement with specific research methodologies appropriate to the area chosen. (Comp A2) 3. Demonstrate an ability to engage in critical self-reflection as a means of evaluating progress. (Comp A2) 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 A2) 5. Demonstrate an ability to communicate findings in a developed manner. (Comp A1)
Syllabus Outline	**Content and Syllabus** 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 your specialism. 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.
	Core topics may include:
	• The nature of post-graduate research in general and practice-based research in particular.
	• Constructing and sustaining a coherent research project.
	• Identifying, developing and evaluating research topics and questions.
	• Primary and secondary sourcing and search techniques.
	• Interpretative research methods, including qualitative approaches to visual and text based material.
	• The use of appropriate research methods concerning situated knowledge, ethics, reflexivity and research governance.
	• Communication techniques and skills appropriate to research such as interview procedures and focus group discussions .
	• Bibliographies, referencing, presentation of written material and other academic writing conventions.
	• Researching Systems
Contact Hours/Scheduled Hours	Learning Hours 150 Contact Hours 60 Independent Learning hours 90
Teaching and Learning Methods	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. 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. **Scheduled learning** includes lectures, seminars, set exercises, oral presentations, role-play, case studies, guest speakers, online surveys and tutorials. **Independent learning** 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. **Teaching and Learning Methods** • Lecture • Seminar • Group tutorial • Tutorial • 'Blackboard' • Independent study
Reading Strategy	**Required Reading List** 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). Y*our 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/presentation In the presentation the students have to clearly communicate to the class the topic chosen for their research paper. They must show professionalism, be confident and organised, and deliver a well-structured and articulate presentation. The students are also required to support their arguments and be ready to answer questions by peers or lecturer(s). 2. Research Paper A series of small exercises exploring research methodologies will lead to a research paper (the topic will be chosen by students and must be relevant to their art practice). Students will be provided with tutorials, advice about how to improve and feedback sessions, during which they will be asked to explain and justify their work and to demonstrate the process of development, thinking and research. All small exercises require an extensive piece of research with evidence of self-evaluation. Research material must be analysed and synthesised creatively and with evidence of detailed study upon particular research. Students 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. The student must comment upon findings and evaluate critically current research material and advanced scholarship in the chosen design discipline. The student through this should demonstrate self-direction and originality in supporting arguments and positions. **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.

Identify final assessment component and element	A2	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral assessment/presentation (15 Minutes)	20%
2. Research Paper (5000-6000 words)	80%
Component B **Description of each element**	**Element weighting** (as % of component)

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Oral assessment/presentation (15 Minutes)	20%
2. Research Paper (5000-6000 words)	80%
Component B **Description of each element**	**Element weighting** **(as % of component)**
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.	