University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Social Sciences Project and Placement Module					
Module Code	USPSTS-30-3		Level	3	Version	1
Owning Faculty	Health and Applied Sciences		Field	Psychology		
Contributes towards	BSc(Hons) Psychology BA (Hons) Criminology BA (Hons) Sociology BA (Hons) Politics and International Relations BA (Hons) Philosophy + combinations of these awards					
UWE Credit Rating	30	ETCS Credit Rating	15		Module Type	Project
Pre-requisites	For Sociology, Criminology, Politics and IR: UZSSTA-15-2 *The nature and use of Research* or equivalent For Psychology: USPJLA-30-2 *Research & Design and Analysis 2* or equivalent		Co- requisites	None		
Excluded Combinations	USPJED-40-M Psychology Research Project USPJMY-30-3 Research Project Psychology Majors UZSNPW-30-3 *Criminology Project* UZSNQB-30-3*Criminal Justice Placement* UZSNPJ-30-3 Project in Sociology UZSNQD-30-3 Sociology Work Placement		Module Entry requirements	N/A		
Valid From	September 2014		Valid to	September 2014		

CAP Approval Date	28/03/2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: : • Demonstrate a well-founded knowledge of the discipline area and its methodologies through all stages of the project • Plan and execute a project as an independent piece of work within a specified time-span and, if relevant to the project type, in an ethical fashion • Interpret and critically evaluate the project findings within an appropriate body of literature, identifying the strengths and limitations of the work • Reflect on the practical and intellectual challenges encountered across the project and write up and present the project in a scholarly fashion

	For students enrolled on the BSc Psychology degree and BSc Psychology and subject combinations <u>only</u>, the following BPS learning outcomes also apply:
	• define a research problem and formulate testable hypotheses or research questions; • select methodologies appropriate to the subject matter; • plan and execute the study efficiently within a specified time-span; • demonstrate awareness of ethical issues and current codes of ethics and conduct and secure appropriate ethical approval for their project; • analyse and interpret the data collected and present the findings effectively; • discuss the implications of findings in terms of previous and future research; • evaluate the methodologies and analyses employed in the project as well as the implications of the project.
Syllabus Outline	The project module will build on knowledge aquired across students' degree programmes and will allow students to demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed understanding which is informed by knowledge at the forefront of their discipline. It will allow students to evidence that they can identify and develop an appropriate problem or question in the discipline area, design and carry out a project drawing on appropriate methodologies, deploy established techniques of analysis and enquiry within their discipline, and demonstrate critical and conceptual skills in the analysis of the project findings. In doing, so the module will enable students to demonstrate that they have a solid conceptual understanding of the discipline. Through completion of this independent piece of work, students will demonstrate qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility, to engage in decision making in dynamic contexts and to critically evaluate and systhesize complex information. Students will also demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature. Students' engagement in this project module will be supported through provision of both generic (cross-programme) and discipline-specific content in particular curricula areas which may include: • Literature searches and bibilographies • Issues of Ethics • Research methods and methodologies • Dissemination • Employability The module will also aim to support students in making links between discipline methods and content and employment and practice. This may include facilitating student-alumni contact and links with employers and other potential stakeholders so that, where relevant, student projects are informed by real-world issues and contexts. In addition, the intent is to support students to potentially engage in a work-based placement in an area directly related to their discipline area with the resulting project emerging from this context.
Contact Hours/Scheduled Hours	As a 30-credit module this module assumes 300 hours of study on the part of the student. Scheduled hours for this project will be approximately 15 hours and may take several forms as appropriate to individual projects. Contact time for this module includes 1-to-1 meetings with the project supervisor and engagement in cross-programme as well as discipline-specific learning activities. As projects may (depending on project and discipline area) include library work, laboratory sessions, field work or work-based learning, project supervision will be tailored for each project. Students will also be engaged in substantial independent work. Synchronous technologies might be used when appropriate to facilitate 1-to-1 and/or

	group meetings, support while on placement and remote attendance. With consent of students, these meetings might be recorded for the benefit of the rest of the cohort and/or for revision purposes when deemed appropriate by academic staff. QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx
Teaching and Learning Methods	A variety of approaches will be used with the aim of maximising the active engagement of students. These may include: · Lectures · Seminars · Showcase events · Master Classes · Workshops · ICT Based Platforms · Problem Solving Approaches · Directed and Independent Learning · Formative Assessment Opportunity **Independent learning:** Students will be expected to engage in substantial and focused independent work in this module in order to complete their project. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community. **Scheduled learning:** The primary contact time for this module will be offered through 1-to-1 supervisory sessions. This will include multiple opportunities for formative assessment and well as support for directed and independent learning. In addition, there will be limited use of large-group, interdisciplinarylectures, given by staff with expertise in the area. This will be supplemented by lectures, seminars, and workshops, offered in the discipline area. **TEL:** MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for their project. In addition, students and supervisors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote supervision and thus increase flexibility and accessibility for students. The module will also potentially offer both generic and discipline-specific online content, e.g. to support students in completing ethics forms, efficiently engage in literature searches or to support a particular research methodology. Existing university resources will be utilised such as The Research Observatory (http://ro.uwe.ac.uk/) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students while on placement and to facilitate students' development and assessment of a portfolio of work.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	15	285	0	300	✅

For this module, the precise scheduled learning and teaching study hours will depend on the discipline area and the individual student thus 15 hours is an estimate comprising 1-to-1 supervisory contact, and cross-programme and discipline-specific scheduled and optional lectures, seminars and workshops.

Some students enrolled on this module may be permitted to combine their project with a work-based placement in an area directly related to their discipline area; for such students, the project will include placement study hours.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage	100%	
Practical exam assessment percentage		

| Reading Strategy | 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.

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study |
|---|---|

	pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	Current editions of the following: Braun, V. & Clarke, V. *Sucessful Qualitative Research: A Practical Guide for Beginners.* London: Sage. Burnham, P et al. *Research Methods in Politics.* London: Palgrave Field, A. F. *Discovering Statistics Using SPSS.* London: Sage. Gray, D. *Doing Research in the Real World.* London: Sage Robson, C. *Real World Research: a resource for social scientists and practitioner-researchers.* Oxford: Blackwell. Rosenthal, R. & Rosnow, R. L. *Essentials of Behavioral Research: Methods and Data Analysis.* London: McGraw-Hill. Silverman, D. *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction.* London: Sage. Walliman, N. *Your Research Project: a step-by-step guide for the first-time researcher.* London: Sage. Vaughn, L. *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*. Oxford: Oxford University Press Rippon, S. (2008) *A Brief Guide to Writing the Philosophy Paper*. Harvard University Department of Philosophy.http://www.fas.harvard.edu/~phildept/files/ShortGuidetoPhilosophicalWriting.pdf

Part 3: Assessment

Assessment Strategy	This module is assessed on the basis of a maximum 10,000-word write up of the project work as well as potentially other pieces of assessment. For students enrolled on the BSc (Hons) Psychology and BSc (Hons) Psychology and Criminology/Sociology/Law combinations <u>only</u>, and in line with the accreditation requirements of the British Psychological Society, the write-up will be of an independently conducted empirical research study. The assessment methods have been chosen to allow the students to best demonstrate that they have met/meet the module learning outcomes, not only in terms of the task of writing up and presenting the project but also in terms of locating their work within the discipline area, detailing and justifying the execution of the project as well as critically evaluating the outcome. **Component A** Portfolio - *content of Portfolio to include*: (1) a project report of up to 10,000 words (2) additional items which may vary by discipline area. These could be: *critical bibliography, research proposal, press release, log book of research placement hours, presentation of project work.* The expected content of the portfolio will be clearly indicated to students through their module handbooks; some variation in content guidelines will occur to accommodate the variety of programmes which utilize this module. Clear guidance on the weighting of different aspects of the Portfolio as well as marking criteria for each will be clearly indicated to students at the start of the module.

Identify final assessment component and element	**Component A**

	A:	B:
% weighting between components A and B (Standard modules only)	**-**	**-**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
None	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
None	
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.	