



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Methodologies				
Module Code	UPCART-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating		WBL module?	No
Owning Faculty	ACE	Field	Cultural Industries		
Department	Arts and Cultural Industries	Module Type	Standard		
Contributes towards	Masters in Research (MRes), and 60 credit taught PhD component				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date		Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an in-depth knowledge of advanced research methodologies (Components A and B); • Identify and critically reflect on the research methodologies most appropriate to their specific discipline (Components A and B); • Establish and justify an original research question (or set of questions) that can determine a research project (Component B). • Write a well-considered, coherent and persuasive research proposal (Component B).
Syllabus Outline	<p>This is an interdisciplinary research methodologies module that will run for 12 weeks. The first six weeks will be lecture/workshop/seminar based. Each lecture/workshop will demonstrate a specific research skill and/or method (e.g., establishing a research question, writing literature reviews, research ethics, sustainability, developing proposals, using archives, database searches, etc. and discussing a particular methodological approach through a case study). Students will then discuss this skill and methodology in interdisciplinary seminars; these seminars will also include preparation for the presentation which will be delivered after week 6. Weeks 7-12 will be discipline-specific and the students will work with their supervisor to formulate a research proposal, drawing on appropriate methodologies.</p>

Contact Hours	<p>Contact time will be 2 hours a week (a mixture of lectures and seminars) for the first six weeks, then approximately 3 hours of scheduled meetings with their supervisor.</p> <p>Scheduled teaching will also be supported by a staff-led research seminar series that will run throughout the Programme.</p>
Teaching and Learning Methods	<p>Scheduled Learning will be a mixture of lectures, seminars, workshops and meetings with the student's supervisor.</p> <p>Independent learning will include hours engaged with essential reading, group work preparation, assignment preparation and completion, etc.</p>
Key Information Sets Information	Not applicable
Reading Strategy	<p>Core reading Any core reading will be indicated clearly, along with the method for accessing it, eg students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further reading Further reading will be required to supplement the set text and other printed reading. 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.</p> <p>Access and skills Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
Indicative Reading List	<p>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 other more frequently updated mechanisms.</p> <p>Indicative reading list –</p> <p>Altick, R. D. and J. J. Fenstermaker (1993), <i>The Art of Literary Research</i>. 4th ed. New York and London: Norton.</p> <p>Bal, M.(2003) Visual Essentialism and the Object of Visual Culture.<i>Journal of Visual Culture</i> 2 (1) 5-32.</p> <p>Barry, P. (2009), <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>, Manchester University Press.</p> <p>Dörnyei, Z. (2007), <i>Research Methods in Applied Linguistics</i>. Oxford: Oxford University Press.</p> <p>Eliot, S., and W. R. Owens (2009), <i>A Handbook to Literary Research</i>. 2nd ed. London: Routledge.</p> <p>Harrington, K <i>et al.</i> eds. (2008), <i>Gender and Language Research Methodologies</i>. Basingstoke: Palgrave Macmillan.</p> <p>Hawkes, T. (2003,) <i>Structuralism and Semiotics</i> London: Routledge.</p> <p>Holmes, J. and K. Haz. eds. (2014), <i>Research Methods in Sociolinguistics. A Practical Guide</i>. Oxford: Wiley Blackwell.</p> <p>Kuhn, Thomas (1970), 'The Logic of Discovery or Psychology of Research', in Imre Lakatos and Alan Musgrave (eds), <i>Criticism and the Growth of Knowledge</i>. London: Cambridge University Press.</p>

Prosser, J (1998), *Image-based Research: A Sourcebook for Qualitative Researchers*. London: Routledge.

Rose, G. (2011), *Visual Methodologies*. 3rd edn. Oxford: Sage.

Sakel, J. and D. Everett (2013), *Linguistic Fieldwork*. Cambridge: Cambridge University Press.

Saldanha, G. and S. O'Brien (2014), *Research Methodologies in Translation Studies*. Abingdon: Routledge.

Stewart, K. (2007), *Ordinary Affects* (Duke University Press).

Thrift, N. (2008,) *Non-Representational Theory* (Routledge).

Tosh, J. (2015), *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. London: Routledge.

Van Leeuwen, T. (2000), *The Handbook of Visual Analysis*. London: Sage.

Williams, R. (1997), *Problems in Materialism and Culture*. Reissue. London: New Left Books.

Wisker, G. (2007), *The PostGraduate Handbook: Succeed with your MA, MPhil, EdD and PhD*. London: Palgrave.

Wolff, J. (1993), *The Social Production of Art*. 2nd ed. London: Macmillan.

Part 3: Assessment

Assessment Strategy	<p>The summative assessments are as follows:</p> <p>Component A, Individual Presentation (100%) Students are required to give a 20 minute presentation that examines different disciplinary and methodological approaches to research. The focus will be on the first two of the learning outcomes given above.</p> <p>Component B, Element 2: Research Proposal (100%) Students will be required to submit a Research Proposal of 3000wds. The content of the proposal will depend on the nature of their specific discipline. Typically it will include a well-defined research question, a detailed outline of the project, including a timetable, a bibliography, and a reflective justification of the research methods chosen. The focus will be on each of the learning outcomes given above.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research Proposal	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	

1. Research Proposal	100%
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.	