



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Research Design and Methodologies | | |
| Module Code | UBGMV8-30-M | Level | Level 7 |
| For implementation from | 2019-20 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Geography and Environmental Management |
| Department | FET Dept of Geography & Environmental Mgmt | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
|---|
| <p>Overview: Research Design and Methodology will provided you with the foundations for taking forward your own research.</p> <p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: This module will cover the main approaches to research design, data collection and data analysis; including :-</p> <p>Qualitative methods:</p> <p>Foundations of qualitative research – epistemological/ontological assumptions and key theoretical concepts, qualitative research design (recruitment and sampling, research ethics), ensuring quality and rigor.</p> <p>Introduction to collecting qualitative data – key methods such as interviews, focus groups, qualitative surveys (core assumptions and implementation).</p> <p>Introduction to analysing qualitative data – key methods such as thematic analysis and interpretative phenomenological analysis (key assumptions and implementation).</p> <p>Quantitative methods:</p> |

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Introduction to the scientific method - epistemological/ontological assumptions and key theoretical concepts, formulation of research questions, scientific hypotheses, study design, statistical hypotheses.

Data sampling, reliability, replicability.

Exploratory data analysis, statistical inference, power, external and internal validity, scientific inference.

Understanding relationships in data using the most commonly used statistical techniques.

Teaching and Learning Methods: See Assessment Strategy

Part 3: Assessment

Summative Assessment

Component A (examination):

The controlled conditions examination will focus on a critique and wider understanding of qualitative and quantitative research design, methodologies and analysis in research contexts. The exam will be divided into 2 sections – Section A will consist of questions based on a seen qualitative journal article; Section B will consist of questions based on a seen quantitative journal article. Students will be given the journal articles at least 4 weeks before the date of the exam. This controlled assessment will strongly encourage students to engage in a formalised way with the qualitative and quantitative literature ensuring that they have the ability to understand and interpret both approaches.

Component B (coursework):

B.1. Quantitative Methods Report. Students will develop a report focussing on the practical examination of supplied quantitative data sets and will be assessed on their appropriate application of justified methods of analysis, inferences, conclusions, and limitations of findings. The report has a maximum word count of 2500 words, not including diagrams, figures, tables, references, or relevant appendices.

B.2. Qualitative Methods Report. Students will develop a report focussing on the practical development of a qualitative research design in response to an identified research problem, including detailed strategy for data analysis, and demonstrating wider reading in the justification of the research design. The report may include research tools (e.g. schedule of interview questions), where appropriate, as an appendix. The report has a maximum word count of 2500 words, not including diagrams, figures, tables, references, or relevant appendices.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------------|------------------|-------------------|---|
| Written Assignment - Component B | | 38 % | Qualitative Methods Report (2,500 words) |
| Written Assignment - Component B | | 37 % | Quantitative Methods Report (2,500 words) |
| Examination - Component A | ✓ | 25 % | Partially seen examination (2 hours) |
| Resit Components | Final Assessment | Element weighting | Description |
| Written Assignment - Component B | | 37 % | Quantitative Methods Report (2,500 words) |
| Written Assignment - Component B | | 38 % | Qualitative Methods Report (2,500 words) |
| Examination - Component A | ✓ | 25 % | Partially seen examination (2 hours) |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------|------------------|---|-----|---|-----|---|-----|---|-----|---|-----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Explain the purpose and characteristics of key qualitative and quantitative research methods.</td> <td>MO1</td> </tr> <tr> <td>Critically evaluate research within its appropriate methodological context.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate a rigorous and critical understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity.</td> <td>MO3</td> </tr> <tr> <td>Justify the use of key research designs and associated methods of analysis.</td> <td>MO4</td> </tr> <tr> <td>Show competence in the use of key research methods.</td> <td>MO5</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Explain the purpose and characteristics of key qualitative and quantitative research methods. | MO1 | Critically evaluate research within its appropriate methodological context. | MO2 | Demonstrate a rigorous and critical understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity. | MO3 | Justify the use of key research designs and associated methods of analysis. | MO4 | Show competence in the use of key research methods. | MO5 | | | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Explain the purpose and characteristics of key qualitative and quantitative research methods. | MO1 | | | | | | | | | | | | | | | | |
| Critically evaluate research within its appropriate methodological context. | MO2 | | | | | | | | | | | | | | | | |
| Demonstrate a rigorous and critical understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity. | MO3 | | | | | | | | | | | | | | | | |
| Justify the use of key research designs and associated methods of analysis. | MO4 | | | | | | | | | | | | | | | | |
| Show competence in the use of key research methods. | MO5 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2" style="text-align: left;">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">252</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">252</td> </tr> <tr> <th colspan="2" style="text-align: left;">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">48</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">48</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">300</td> </tr> <tr> <td style="text-align: center;">Allocated Hours</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 252 | Total Independent Study Hours: | 252 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 48 | Total Scheduled Learning and Teaching Hours: | 48 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 252 | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 252 | | | | | | | | | | | | | | | | |
| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 48 | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 48 | | | | | | | | | | | | | | | | |
| Hours to be allocated | 300 | | | | | | | | | | | | | | | | |
| Allocated Hours | 300 | | | | | | | | | | | | | | | | |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgmv8-30-m.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards | |
|--|--|
| <p>This module contributes towards the following programmes of study:</p> <p>Social Research (Health and Wellbeing) [Sep][PT][Frenchay][2yrs] MRes 2018-19</p> <p>Social Research (Sustainable Futures) [Sep][PT][Frenchay][2yrs] MRes 2018-19</p> | |