



MODULE SPECIFICATION

Part 1: Information			
Module Title	Nature and Use of Research (Philosophy)		
Module Code	UZRY5J-15-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Philosophy
Department	Health and Social Sciences		
Contributes towards	BA(Hons) Philosophy, BA(Hons) Philosophy (with Foundation Year)		
Module type:	Standard		
Pre-requisites			
Excluded Combinations			
Co- requisites			
Module Entry requirements			

Part 2: Description
<p>Content of the module will be congruent with disciplinary requirements and programme learning outcomes. Topics may include some of the following indicative areas, as appropriate:</p> <ul style="list-style-type: none"> • the nature and impact of ethics and governance processes upon the generation of knowledge research in their subject area • formulating research questions and using appropriate research design Making and assessing philosophical arguments • philosophy and the limits of knowledge • the philosophy, sociology and politics of social research including positivism versus interpretivism; anti-discriminatory research; participative methods; ethics, privacy and confidentiality; legal issues; context and uses of social research; and working with marginalised and 'hard to reach' groups. <p>Approach</p> <p>An aspiration of this module is that students become practiced at utilizing TEL, in particular through use of common online resources (on topics such as good ethical practice, developing research questions, writing research proposals) developed by the module team, but also through the creation, dissemination and evaluation of audio/visual narrated presentation software presentations. These will be uploaded to create a "virtual conference" with contributions by all students engaged in the module, and accessible to all students engaged in the module. An evaluation of multidisciplinary contributions to this conference will enable students to better position themselves and their own discipline in relation to other traditions of knowledge and scholarship.</p> <p>In seminars, students will engage in facilitated activities such as debates, problem based learning, group working,</p>

research etc.

In addition modern technologies may be incorporated by programme teams delivering the module as vehicles of learning (e.g. blogs, podcasts) and as vehicles for learning through formative and/or summative assessment (e.g. online portfolios, online tests, wikis, etc.)

The pattern of seminar delivery will vary according to the programmes the module is serving. The seminar schedule will be set and taught within programme teams, overseen by a single module leader.

For each contact hour, students will spend approximately 3 hours in independent study, including preparing their assessed portfolio.

Part 3: Assessment


Students are assessed summatively through an e-portfolio. Formative assessment will be undertaken within seminar sessions, and using techniques from a range of online approaches including quizzes, wikis, and online discussion.

The research proposal (component B) will prepare students for a final year project, and reflect a synthesis of relevant syllabus content, and be written for subject specialists.

Component A, the narrated e-presentation will demonstrate students' ability to communicate their ideas for the proposal to a lay audience using a combination of subject specific and transferable skills. As part of this component students will be required to present a draft version of the presentation to staff and peers from the module. In this session they will be required to answer questions and gather feedback which they will then use to improve the final recorded presentation. These final presentations will be curated to create an annual e-conference, as a resource for component A, but also as a cumulative learning resource for future iterations of the module. Presentation style will be an extended "PechaKucha" approach (cf. <http://www.pechakucha.org/>) in which a fixed number of slides, with a fixed time limit per slide forces a focused, dynamic presentation (Levin, 2013). This will serve as the controlled conditions component of the module.

Levin, Michael A., and Lori T. Peterson (2013), "Use of Pecha Kucha in Marketing Students' Presentations," *Marketing Education Review*, 23 (1), 59-64.

Identify final timetabled piece of assessment (component and element)	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. E-portfolio part 1: Presentation of research proposal for a lay audience using presentation software with audio/video narration. (10 minutes)	100	
Component B Description of each element	Element weighting (as % of component)	
1. E-portfolio part 2: Research proposal (1500 words)	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. E-portfolio part 1: Presentation of research proposal for a lay audience using presentation software with audio/video narration. (10 minutes)	100	

Component B Description of each element	Element weighting (as % of component)																				
1. E-portfolio part 2: Research proposal (1500 words)	100																				
Part 4: Teaching and Learning Methods																					
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1) formulate research questions appropriate to their discipline (component B) 2) understand and engage in the processes through which knowledge is generated and claims to truth are evaluated in their subject area (component B) 3) communicate information from their discipline to members of the public and to academics in different disciplines (component A) 																				
Key Information Sets Information (KIS) Contact Hours Total Assessment	<p><u>Key Information Set - Module data</u></p> <p><i>Number of credits for this module</i> 15</p> <table border="1" data-bbox="432 898 1203 1093"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 1473 1323 1704"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Reading List	https://uwe.rl.talis.com/lists/F1676387-50C6-6262-67C1-3811D2672D00.html																				

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First CAP Approval Date	17/1/2018			
Revision CAP Approval Date		Version	1	RIA 12464