University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Information			
Module Title	Nature and Use of Research (Sociology)		
Module Code	UZSY5H-15-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Sociology & Criminology
Department	Health and Social Sciences		
Contributes towards	BA (Hons) Sociology, BA (Hons) Sociology (with Foundation Year) BA (Hons) Criminology and Sociology , BA (Hons) Criminology and Sociology (with Foundation Year) BSc (Hons) Sociology with Psychology, BSc (Hons) Sociology with Psychology (with Foundation Year)		
Module type:	Standard		
Pre-requisites			
Excluded Combinations			
Co- requisites			
Module Entry requirements			

Part 2: Description

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:*

- the nature and impact of ethics and governance processes upon the generation of knowledge research in sociology
- formulating research questions and using appropriate research design and data collection skills.
- evaluating evidence of diverse kinds and drawing appropriate conclusions
- managing and analysing data including indexing and retrieval of qualitative data, and use of basic statistics including use of SPSS and NVivo.
- different approaches to research in sociology including content and discourse analysis and ethnography.
- Methods of data collection including interviews, focus groups and surveys.
- research design in sociology including hypothetico-deductivism; exploratory research; case studies; evaluation research; action research; comparative research; negotiating access; managing field work; reflexivity and the use of self in research
- 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.

Approach

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.

In seminars, students will engage in facilitated activities such as debates, problem based learning, group working, research etc.

Integral to this programme is the use of subject based as well as generic use of technologies. For instance, data analysis and modelling, are subject areas reliant on a range of contemporary technologies using public domain data sources such as Home Office crime statistics, World Health Organisation Databases.

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. These 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**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**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	**Element weighting**

Description of each element	(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	On successful completion of this module students will be able to: 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	**Key Information Set - Module data** *Number of credits for this module* 15

Key Information Set - Module data

Number of credits for this module   15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

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

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)

Total assessment of the module:		
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
		100%

Reading List	See Readinglists.co.uk
	Bazeley, P. and Jackson, K. (2013) *Qualitative data analysis with NVivo: Pat Bazeley & Kristi Jackson*. 2nd ed. London: SAGE.

Besen-Cassino, Y. and Cassino, D. (2017a) *Social research methods by example: applications in the modern world* [online]. London: Routledge.

Bryman, A. (2015a) *Social Research Methods*. 5th Revised edition. Oxford: Oxford University Press.

Gibbs, G. (2002) *Qualitative data analysis: explorations with NVivo*. Maidenhead: Open University Press.

Gomm, R. (2008) *Social research methodology: a critical introduction* [online]. 2nd ed. Basingstoke: Palgrave Macmillan.

Hinton, P.R., McMurray, I. and Brownlow, C. (2014) *SPSS explained* [online]. 2nd edition. London: Routledge.

Huizingh, E. (2007) *Applied statistics with SPSS*. London: SAGE.

Neuman, W.L. (2014a) *Social research methods: qualitative and quantitative approaches* [online]. Seventh edition. Harlow, Essex: Pearson.

Ruane, J.M. (2016b) *Introducing social research methods: essentials for getting the edge* [online]. Chichester: Wiley Blackwell.

White, P. (2008) *Developing Research Questions: A Guide for Social Scientists*. Gordonsville: Palgrave USA. |

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