UWE University of the West of England **BRISTOL**

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Advanced Preparation for Research					
Module Code	UTLG7Y-30-M	Level	M	Version	3	
Owning Faculty	ACE		Field	SEALL		
Contributes towards	Doctor of Education (EdD)					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project	
Pre-requisites	None		Co- requisites			
Excluded Combinations	None		Module Entry requirements	Stand alone		
Valid From	January 2014		Valid to			

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: **Learning outcomes:** Having completed the module, participants should: • demonstrate great depth and systematic understanding of methodologies used for researching professional knowledge; (A) • demonstrate the ability to work with theoretical knowledge at the forefront of their profession; (A) • where necessary, be able to synthesise new approaches in a manner that can contribute to the development of methodology in their chosen field; (A) • analyse and manage the ethical implications of their research proposal, working pro-actively with others to anticipate problems and formulate solutions; (A) • act independently and with initiative in problem solving in order to generate a viable research design (A)

Syllabus Outline	- Revision of research methods and methodologies - The planning and management of research, including time management and key progress indicators - The formulation of research questions - Advanced literature searching in substantive and methodological fields - Sampling - The integration of quantitative and qualitative methodology - Interview and observation technique - Data gathering and analysis - Ethical dilemmas and research governance - The politics of professional enquiry - Subjectivity and the voice or presence of the researcher
Contact Hours	- Each module is organised around two intensive study blocks taught over three days (typically Thursday evening to Saturday morning), usually one month apart. In addition students are expected to attend the monthly BRILLE research centre seminars and engage in academic discussion and debate at the seminars. Students are allocated an academic mentor to support them throughout Part 1 of their EdD studies and as well as the module tutor, the academic mentor can provide individual support for the learning on this module. The taught sessions will make up approximately 30 hours in this module. - It is suggested that students engage in approximately 270 hours of independent study in association with this module. - The module will use blackboard as a means of sharing resources and engaging students in learning. As such some contact time may consist of contributions to online discussions or posting comments.
Teaching and Learning Methods	**Scheduled learning** The study blocks will consist of a range of modes of teaching and learning – lecture, seminar activity and discussion, workshop e.g. developing search skills for online sources, tutorial. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
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		Allocated Hours	
300	30	270		300	✓

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

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:

Coursework assessment percentage	100%

Reading Strategy	Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. 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 guides will also reflect the range of reading to be carried out. Further readings Further reading will be required to supplement the set text and other printed readings. 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. Access and skills The development of literature searching skills is supported by a Library seminar provided within the first semester. 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 Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. Indicative reading list 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 the module guide/handbook.
Indicative Reading List	Bryman, A. (2012) *Social Research Methods* (4e), Oxford: Oxford University Press Denzin, K. and Lincoln, N. (2011) *The Sage handbook of qualitative research (4e)*, London: Sage. Gray, D. (2009) *Doing Research in the Real World (2e)* London: Sage Publications Gorard, S. and Taylor, C. (2004) *Combining Methods in Educational Research (Conducting Educational Research)* Maidenhead; McGraw-Hill/Open University Press Hart, C. (2001) *Doing a Literature Search* London: Sage Publications Hart, C. (2009) *Doing a Literature Review* (2e) London: Sage Publications Heron, J. (1996) *Cooperative Enquiry - Research into the Human Condition,* London:

	Sage.
	Hammersley, M. (1992) *Social Research; Philosophy, Politics and Practice,* Maidenhead: Open University Press.
	Holliday, A. (2007) *Doing and Writing Qualitative Research* London: Sage
	Jackson, A. and Mazzei, L. (2012) *Thinking with Theory in Qualitative Research* London: Routledge
	Kemmis, S., McTaggart, R., & Nixon, R. (2013) *The Action Research Planner: Doing Critical Participatory Action Research* Springer
	Plummer, K. (2000) *Documents of Life2: An invitation to critical humanism,* London: Sage.
	Silverman, D. (2009) *Doing Qualitative Research* (3e) London: Sage
	Silverman, D. (2013) *Doing Qualitative Research: A practical handbook* (4e) London: Sage
	Yates, L. (2004) *What Does Good Education Research Look Like?* Maidenhead: Open University Press.
	Relevant Journals
	Educational Action Research British Educational Research Journal Qualitative Inquiry International Journal of Qualitative Studies in Education

Part 3: Assessment

Assessment Strategy	• A selection from the Department of Education assessment criteria will be used in this module (as in all modules in the programme) and they are as follows:
	A: Conceptual Domain (Core)
	B: Literature Domain
	C: Contextual Domain
	D: Research Domain
	E: Ethical Domain
	F: Values Domain
	G: Action Domain
	H: Negotiated Domain

Identify final assessment component and element	**Component B is the final component.**

	A:	B:
% weighting between components A and B (Standard modules only)	**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Participants will submit a fully developed research proposal based on the guidance provided within the module (5000 words).	100
Assessment criteria: ABCEFH	
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Participants must submit a suitably revised, updated and amended version of their research proposal (5000 words).	100
Assessment criteria: ABCEFH	
Component B **Description of each element**	**Element weighting** **(as % of component)**
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.	