CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Economic Research Methods					
Module Code	UMED8N-15-2		Level	2	Version	1.3
Owning Faculty	FBL		Field	Economics		
Contributes towards	BA (Hons) Economics; BA(Hons) Banking and Finance					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	QMAC Dec 2011		Valid from	September 2012		
Revision CAP Approval Date	3 February 2015		Revised with effect from	September 2015		

Revision CAP Approval Date	September 2018

Part 2: Learning and Teaching
Learning Outcomes	On successful completion of this module students will be able to demonstrate the following: 1. A critical awareness of different approaches to academic research in economics (quantitative and qualitative) including a knowledge of the strengths and weaknesses of different research designs (in terms of why do it, how to structure it and how should it be ethically); (Elements A1 and A2) 2. A capacity to understand the strengths and weaknesses of different research methods for data collection (relating to economics) in terms of the appropriateness, effectiveness and ethical implications; (Elements A1 and A2) 3. Command and knowledge of different methods of quantitative and qualitative analysis including how these might relate to different research methods of data collection; (Elements A1 and A2) 4. An understand the concept of 'feasibility' in the implementation of a research project (Elements A1) 5. An understand the strengths and weaknesses of secondary data sources for quantitative analysis (Elements A2); 6. An ability to use SPSS to test hypotheses through the use of survey data. (Elements A2)

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	In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:
	• Time management skills • Effective communication using written and verbal media • Independent and interdependent (group) working
Syllabus Outline	This module typically will cover: • Foundational statistics - revision; introduction to SPSS • non-parametric tests and measures of association • approaches to research design; research ethics • the importance of the literature review for the framing of research questions • sampling methods • questionnaires and surveys • qualitative data collection and analyses • cross-sectional regression • planning and writing research projects
Contact Hours/Scheduled Hours	Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. The exact format of the scheduled learning and teaching will vary week by week depending upon the content. Over the course of the 12 week session, this should amount to 12 lectures, 12 lectorials and 12 tutorials.
Teaching and Learning Methods	Lectures will focus on core material, with a particular focus on theory and its application, and the workings of SPSS. Seminars will focus on investigating and practising the lecture material. Workshops will be based in computer rooms and will emphasise electronic data collection and application and practice with SPSS. In addition staff will be available during the semester during their office hours (2 hours a week) for face to face meetings. Queries and extended discussions with staff can also be approached virtually through e-mail. Extensive use will be made of Blackboard for weekly guided independent study work; to support students' learning; to facilitate interactions between students e.g. for group project work and to provide feedback with quizzes and forums. Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used: • The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/ • Skills4study (s4s) as part of the MySkills resource [Academic reading and note making; Critical thinking; Academic writing; Referencing and plagiarism] • iSkillzone http://iskillzone.uwe.ac.uk [workshops for information retrieval, referencing, evaluation skills and literature reviewing http://www1.uwe.ac.uk/library/help.aspx] • Learn Higher http://www.learnhigher.ac.uk/Students.html • Espresso Maths http://www.cems.uwe.ac.uk/mslc/
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				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 written exam, open book written exam, In-class test
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:

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	80%	
Practical exam assessment percentage	20%	
	100%	

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed and expected to undertake essential reading throughout the module. However, depending upon specific topics addressed over the course of the module, students will be expected to undertake additional reading for themselves. A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge.

Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on Further Reading within the module handbook/outline. Direct links to information resources will also be provided from within Blackboard

UWE Libraries – Engagement with online resources available through the library will be a core requirement of this module.

Essential & Further Reading
There will be one core text that students will be expected to buy as part of this

	course:
	Pallant, J. (2013). *SPSS survival manual: A step by step guide to data analysis using SPSS.* McGraw-Hill International. Essential texts on research design will be: Bryman, A. and Bell, E. (2011). *Business Research Methods,* Oxford: Oxford University Press. Denscombe, M. (2014). The Good Research Guide: For Small-Scale Social Research Projects: For small-scale social research projects. McGraw-Hill International. In addition, students will be directed towards useful foundational texts to which they could refer. Students will be provided with a wide variety of written, audio and video texts that will be taken from journal articles, national and international newspapers and websites. Journal articles will be available electronically, or in the library. Students will be guided throughout the module as to the appropriate texts. Module guides will also reflect the range of reading to be carried out.
Indicative Reading List	Students will be directed to essential reading through the course over and above the essential materials indicated above.

Part 3: Assessment

Assessment Strategy	This module deploys a mix of formative and summative assessment. Formative assessment takes various forms and will occur throughout the module in particular through the workshop exercises in the lectorials. This formative assessment may include peer feedback on informal activities and through the group work component (Component A). Formative assessment will be important because the summative assessment all occurs late in this particular module. The module will also deploy online quizzes through blackboard to help students assess their progress. Summative assessment will be based on two pieces of assessed work. **Summative Assessment** **Component A:** In groups the students will develop a research design to explore a question in economics using a qualitative approach (data collection and analysis). The students will present their feasibility study and will be assessed on: • the presentation itself (63% of component) (approx. 25% of module) • a portfolio of work that includes a 1,500 word research design proposal and group meeting notes that may include assessment of peers within the group. There will also be an individual reflective element that is marked by the module leader. (37% of component) (approx.15% of module). Students will receive oral feedback during the presentation. **Component B:** The students write a 2,000 word research paper based on the analysis of secondary data resources that the student has compiled and is analysed through the use of SPSS software. The student identifies an amenable research question that is conceptualised in terms of existing secondary data resources and supported by a short literature review. The student then applies the appropriate statistical procedures to the data set (using SPSS software) and interprets the findings. The project is written up as a short research paper. Assessment has two parts: • A short research proposal outlining research idea and principal

	secondary data resources to be used. • A 2,000 word research paper presenting the full secondary data analysis. **Formative Assessment:** 1. Engagement with other students in seminars. 2. Engagement with external speakers and with private sector businesses. 3. Regular VLE messages, including podcasts, provide generic feedback to groups on lectures, seminars and practical classes.		

60%	**Component A**		

		A:	*B:*
% weighting between components A and B for first assessment (Standard modules only)		40%	60%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Presentation of group design	63%
2. Group portfolio with individual reflective element	37%
Component B **Description of each element**	**Element weighting**
1. Individual Research Proposal and Research Paper (2,000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Individual presentation	40%
Component B **Description of each element**	**Element weighting**
1. 2000 word research paper, and 1 side A4 project proposal (on provided pro forma)	60%
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	