



MODULE SPECIFICATION

Part 1: Information			
Module Title	Economic Research Methods		
Module Code	UMED8N-15-2	Level	Level 5
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Business & Law	Field	Economics
Department	FBL Dept of Accounting Economics & Finance		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: The aim of this module is to:</p> <p>Teach students how to organise and project manage a small research project (regardless of the ways in which they might collect or analyse their evidence) – ie a research project of similar scope to those they need to do both within their placement year and their 3rd year ‘dissertation’ option;</p> <p>Outline the ways in which economists collect and analyse research evidence that do not depend on econometric ways of knowing (primary research and non-econometric analysis of secondary research evidence);</p> <p>Further the student’s capacity to link the concepts and theories they are aware of from their programme to empirical evidence (that they can construct).</p> <p>Outline Syllabus: In terms of indicative content, this module will cover:</p> <p>The structure and presentation of a research project/a research proposal in economics and related disciplines (how you put together a plausible case for finding an empirical answer to a research question you define)</p> <p>How you identify an amenable research question and frame it with a literature review in economics (and sub-disciplines/related disciplines of economics)</p>

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Research strategies (such as surveys, experiments, case studies, sampling, mixed/multi method approaches)

How you collect research data (such as questionnaires, secondary sources, interviews)

How you put together a plausible (detailed) data analysis plan (covering both quantitative and qualitative forms of analysis)

Research ethics

Teaching and Learning Methods: The students will be presented with 36 hours of contact time with the teaching team supported by online learning materials where appropriate. There is an expectation that students will need to extend the core knowledge they need to pass this module from the reading materials to which they are given access (via the reading list). A body of core ideas will be delivered both through a lecture format but also through workshops where students are expected to apply concepts and ideas outlined both in the lectures and the core reading for this module.

Outside of the 36 taught hours, the teaching team 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.

Part 3: Assessment

Summative assessment will be based on two pieces of assessed work (Components A and B).

Summative Assessment

Component A: (worth 25% of total marks on this module)

In groups, students will compile a narrated powerpoint of a 10 minute group presentation that focuses on the outline research design for a research question of their choice. The group presentation will cover: the identification of a research question, the development of a literature review that frames the research question and an overall research design (strategy) based on material covered in class.

The groups will be assessed on :

The quality of the presentation itself (timing, slides, presentation skills)

The substantive content of the proposal (general coherence of proposal, amenability of research question, quality of literature review work and the appropriateness of the research design. Students will receive feedback that they can use in preparing for Component B.

Component B: (worth 75% of total marks on this module)

The student individually writes a 2,500 word research proposal that [ideally] builds on their group Component A submission. The Component B submission will build on work the students have already completed as part of Component A: identify an amenable research question, frame that research question with some academic literature, present an overall research design. Component B will also set out data collection instruments for generating data, present a plausible and concrete data analysis plan based on material covered by the module and address any ethical issues that relate to their research design. On top of this the students will demonstrate the feasibility of their proposal through carrying out a pilot piece of work relating to one of their data collection instruments (questionnaires, interview, document or observation schedules or their experiment protocols). The research proposal will detail the pilot activities and reflections on the pilot process.

Assessment is 2,500 word research proposal.

The students will be assessed on:

The quality of the report itself (spelling, punctuation, grammar, expression, referencing)

The substantive content of the proposal (general coherence of proposal, amenability of research question, quality of literature review work, the appropriateness of the research design, the appropriateness of data collection instruments, the coherence and relevance of data analysis plan, ethical considerations).

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The quality of reflection relating to the pilot work.

Formative Assessment:

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. Formative feedback may take the form of:

Engagement with other students and the teaching team in workshops.

Email questions and out of class discussions with the teaching team

Regular feedback via blackboard announcements and ad hoc podcasts

In class quizzes

Formative assessment will be important because the summative assessment all occurs late in this particular module. This will be provided by doing the group presentations (Component A of the summative assessment) early in the module giving groups feedback that the students can then work on for their individual submission (Component B).

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	2500 word research proposal (individual assignment) with pilot
Presentation - Component A		25 %	Group presentation - narrated powerpoint - 10 minutes
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	2500 word research proposal (individual assignment) with pilot
Presentation - Component A		25 %	Individual presentation of a research proposal - narrated powerpoint max 10 mins. Min 1 slide with reflection on groupwork skills .

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Apply the principles and practice of the design of investigative projects in Economics and related disciplines	MO1
	Evaluate and assess the roles and purposes of alternative forms of enquiry and research	MO2
	Evaluate, select and pursue alternative enquiry approaches, methods and methodologies in economics and related disciplines	MO3
	Apply and define an ethical framework to the process and management of a research project	MO4
	Interpret and evaluate published academic research and other evidence relating to economics and related disciplines	MO5
	Design (as a group) and present an outline research proposal through a group presentation	MO6

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Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	114
	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
	Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/umed8n-15-2.html</p>

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Banking and Finance {Dual} [Aug][FT][Taylors][3yrs] BA (Hons) 2019-20
 Banking and Finance {Dual} [Mar][FT][Taylors][3yrs] BA (Hons) 2019-20
 Economics [Sep][SW][Frenchay][4yrs] BA (Hons) 2019-20
 Economics [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20
 Economics {Dual} [Aug][FT][Taylors][3yrs] BA (Hons) 2019-20
 Economics {Dual} [Mar][FT][Taylors][3yrs] BA (Hons) 2019-20
 Economics {Dual} [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20
 Economics [Sep][SW][Frenchay][4yrs] BSc (Hons) 2019-20
 Economics [Sep][FT][Frenchay][3yrs] BSc (Hons) 2019-20
 Economics {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19
 Economics {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19
 Economics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19
 Economics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19
 Banking and Finance [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20
 Banking and Finance [Sep][SW][Frenchay][4yrs] BA (Hons) 2019-20
 Banking and Finance [Sep][FT][NEU][3yrs] BA (Hons) 2019-20

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Banking and Finance {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

Banking and Finance {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19