![University of the West of England - UWE BRISTOL logo]

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data							
Module Title	Research In Contemporary Context						
Module Code	USSJLK-30-M		Level	M		Version	1
Owning Faculty	HLS		Field	Applied Sciences			
Contributes towards	MPhil/PhD Programmes						
UWE Credit Rating	30	ECTS Credit Rating	15		Module Type	Professional Practice	
Pre-requisites	None		Co-requisites	None			
Excluded Combinations	None		Module Entry requirements	Current MPhil/PhD Student			
Valid From	September 2012		Valid to	September 2018			

CAP Approval Date	3 July 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of the intellectual foundations of research in a contemporary context including the creative and cognitive abilities necessary to carry it out • Understand the responsibilities of research governance necessary to lead research in a contemporary context including professional conduct and research management • Actively promote research findings including communication to a variety of audiences, including engagement with other researchers and stakeholders • Understand and develop the personal qualities necessary for carrying out high quality contemporary research including personal effectiveness and career development • Have personal experience of demonstrating the importance of the research endeavour in a contemporary context • Have personal exposure to a variety of epistemologies and research paradigms

Syllabus Outline	The QAA 'Doctoral Characteristics' (Sept 2011) review is clear that Graduate Schools should play a key role in the delivery of professional and personal skills for research degrees. Such skills are an essential component of UK research degrees with particular emphasis on professional development and enhancing employability. The new QAA Quality Code for Research Degrees will include 2 key indicators (Nos 13 and 14) to ensure that institutions provide and monitor the provision of professional and personal skills for research degree students. Vitae (http://www.vitae.ac.uk/) has been financially supported over a number of years by the UK Research Councils to enable 'personal, professional and career development of doctoral researchers'. They have proposed a very widely used Researcher Development Framework that underpins the design of the syllabus for this module so that it meets currents needs.
	Learning on the module will be enabled by skills workshops in two complementary strands – 6 workshops for 'Professional Researcher' and 6 for 'Personal Skills Development' (see below). A short series of 6 new Professional Researcher workshops will be run (probable topics below). The Graduate School already runs a significant number of Personal Skills Development workshops and the student will be expected to choose 6 to support their learning on this module.
	<table><thead><tr><td>***Professional Researcher*** *(probable workshops)*</td><td>***Personal Skills Development*** *(example workshops)*</td></tr></thead><tbody><tr><td>1. Epistemology & Research I 2. Epistemology & Research II 3. Research Impact 4. Public Engagement & Research 5. Creativity in Research 6. Research Governance</td><td>1. Art & Sci of Communication 2. Digital Media 3. Academic Publishing 4. Project Management 5. How to Win Funds 6. Social Enterprise</td></tr></tbody></table>
	Many research degree students meet their training needs and credit requirements by taking research methods modules at level M. This module will be 30 credits so that research degree students can also take modules that are complementary in terms of content and size. The training needs of research degree students have been met in a great variety of ways at UWE. This module, which we hope a proportion of the research degree cohort will take, will not only simplify the provision of professional development for research degree students but also provide assurance that UWE research degree students have received it. I propose to locate it in the first instance in the Applied Sciences field for convenience but will after 2 years reassess the appropriateness of this.
Contact Hours/Scheduled Hours	Workshops will generally be 3 hours in duration giving 36 hours contact time across 12 workshops. Each workshop will provide a free-standing opportunity to support learning. Research Degree students need to complete their credit requirements before graduating so it is proposed that they attend the workshops and complete this module as and when

	they complement their research. It will be expected that this will ordinarily happen in significant part in the first year of study for FT or first 2 years of study for PT. Professional Researcher workshops will run about 1 every two months. Personal Skills development workshops run regularly through the year. Every 2 years the Professional Researcher workshops will also be provided in a concentrated three day block to enhance access to them for PT research students.
Teaching and Learning Methods	**Teaching & Learning Strategy**. It is proposed that this will be a 'Research-Based Learning' module which will utilize the pedagogy of Work-Based Learning but in a contemporary research context. This approach will embed the development of Professional and Personal Skills for research degree students into their research context. This learning strategy has been chosen for two reasons. First, to help break down the gap that research degree students and supervisors perceive between their skills development and their research by explicitly embedding the former in the later. Second, much 'skills' development for PGR students at UWE, and often elsewhere, has often focused on methodological or discipline-specific training. This only addresses part of the Researcher development framework and embedding other aspects of Professional and Personal Skills in research will emphasise their importance. The workshops will be run by a module team drawn from across Faculties and disciplines with each workshop leader drawing on their specific expertise.

Organisation of Experience. Students from all Faculties will participate in workshops together providing a significant cohort with different experiences to draw on so a key learning strategy will be to enable students to learn from each other about key aspects of contemporary research.

Students' primary learning will be from evidencing and reflecting on aspects of contemporary research in action in their own research. They will keep a reflective portfolio of evidence of topics covered in the workshops in action in their own research or research discipline. The structure of the portfolio will be derived from the Vitae Researcher Development Framework. It is expected that for each hour spent in workshops students will spend 2h of research-based learning evidencing and reflecting for their portfolio.

Scheduled learning variety of workshops.

Independent learning includes research-based evidencing and reflection, essential reading and case study preparation |
| Reading Strategy | Key references will be provided before each Professional Development workshop to enable students to start thinking about the particular topics in the context of their research before attendance. Learning from readings will be used during the workshops. These readings will be complemented by the indicative reading below. |
| Indicative Reading List | Hinchcliffe R, Bromley AP, Hutchinson SJ (2007) *Skills Training in Research Degree Programmes*. Open University Press.

Boud D, Lee A (2009) *(Eds) Changing Practice in Doctoral Education.* |

Routledge.

Marshall S & Green N (2010) *Your PhD Companion: The Insider Guide to Mastering the Practical Realities.* How to Books Ltd 3rd Ed.

Phillips E.M & Pugh D.S. (2010) *How to get a PhD: a handbook for students and their supervisors* Open Uni Press, 5th Ed.

Part 3: Assessment	
Assessment Strategy	• Summative assessment via evidence and reflection on workshop topics in action in students research or research discipline. Assessment by Director of Studies and 2nd marker from Faculty Research Degrees Committee. • Summative Assessment by case study of chosen aspect of Research Degrees Framework in action by presentation, demonstration, report or other appropriate format. Assessed by module team and peer-review during a Professional Development workshop.

Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)		**A:**	**B**:

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio of evidence of professional competencies based on assessment strategy	Pass/Fail

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio of evidence of professional competencies based on assessment strategy	Pass/Fail
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.	