



Module Specification

Research in Contemporary Context

Version: 2023-24, v2.0, 30 May 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	6
Part 5: Contributes towards	7

Part 1: Information

Module title: Research in Contemporary Context

Module code: USSJLK-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Applied Sciences

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Applied Sciences

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry Requirements: Students must be a current MPhil/PhD Student

Educational aims: See Learning Outcomes

Outline syllabus: 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 (Numbers 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 current 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.

Professional Researcher (probable workshops):

Epistemology and Research I

Epistemology and Research II

Research Impact

Public Engagement and Research

Creativity in Research

Research Governance

Personal Skills Development (example workshops):

Art and Science of Communication

Digital Media

Academic Publishing

Project Management

How to Win Funds

Social Enterprise

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.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 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 2 hours 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 .

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate an understanding of the intellectual foundations of research in a contemporary context including the creative and cognitive abilities necessary to carry it out

MO2 Understand the responsibilities of research governance necessary to lead research in a contemporary context including professional conduct and research management

MO3 Actively promote research findings including communication to a variety of audiences, including engagement with other researchers and stakeholders

MO4 Understand and develop the personal qualities necessary for carrying out high quality contemporary research including personal effectiveness and career development

MO5 Have personal experience of demonstrating the importance of the research endeavour in a contemporary context

MO6 Have personal exposure to a variety of epistemologies and research paradigms

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 264 hours

Face-to-face learning = 36 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ussilk-30-m.html) via the following link <https://uwe.rl.talis.com/modules/ussilk-30-m.html>

Part 4: 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.

Assessment components:**Portfolio (First Sit)**

Description: Portfolio of evidence of professional competencies based on assessment strategy - pass/fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Portfolio (Resit)

Description: Portfolio of evidence of professional competencies based on assessment strategy - pass/fail

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study: