

ACADEMIC SERVICES




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Nature and Use of Research				
Module Code	UZQSTA-15-2	Level	2	Version	1
Owning Faculty	HAS	Field	Politics		
Contributes towards	BA (Hons) Criminology BA (Hons) Politics and International Relations BA (Hons) Sociology BA(Hons) Philosophy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	September 2014		Valid to	September 2020	

CAP Approval Date	28/03/2014
--------------------------	------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1) formulate research questions appropriate to their discipline (component B) 2) understand and engage in the processes through which knowledge is generated and claims to truth are evaluated in their subject area (component B) 3) communicate information from their discipline to members of the public and to academics in different disciplines (component A)
Syllabus Outline	<p><i>Content of the module will be delivered by programme teams to be congruent with disciplinary requirements and programme learning outcomes. Topics may include some of the following indicative areas, as appropriate:</i></p> <p>the nature and impact of ethics and governance processes upon the generation of knowledge research in their subject area</p> <p>formulating research questions and using appropriate research design and data collection skills.</p> <p>evaluating evidence of diverse kinds and drawing appropriate conclusions</p> <p>managing and analysing data including indexing and retrieval of qualitative data, and</p>

	<p>use of basic statistics.</p> <p>different approaches to research in political science and international relations.</p> <p>comparative methods in analysing politics and international relations.</p> <p>philosophical argument</p> <p>philosophy and the limits of knowledge</p> <p>research design in the social sciences including hypothetico-deductivism; exploratory research; case studies; evaluation research; action research; comparative research; negotiating access; managing field work; reflexivity and the use of self in research</p> <p>the philosophy, sociology and politics of social research including positivism versus interpretivism; anti-discriminatory research; participative methods; ethics, privacy and confidentiality; legal issues; context and uses of social research; and working with marginalised and 'hard to reach' groups.</p>
Contact Hours	<p>Delivery pattern will be flexible and vary in line with the requirements of each programme utilising this module. However, typically this will incorporate 36 hours contact, comprising two hours seminar work and one hour engagement with the virtual learning environment each week.</p>
Teaching and Learning Methods	<p>Learning and teaching</p> <ul style="list-style-type: none"> • An aspiration of this module is that students become practiced at utilizing TEL, in particular through use of common online resources (on topics such as good ethical practice, developing research questions, writing research proposals) developed by the module team, but also through the creation, dissemination and evaluation of audio/visual narrated presentation software presentations. These will be uploaded to create a "virtual conference" with contributions by all students engaged in the module, and accessible to all students engaged in the module. An evaluation of multidisciplinary contributions to this conference will enable students to better position themselves and their own discipline in relation to other traditions of knowledge and scholarship. • In seminars, students will engage in facilitated activities such as debates, problem based learning, group working, research etc. • Integral to this programme is the use of subject based as well as generic use of technologies. For instance, data analysis and modelling, are subject areas reliant on a range of contemporary technologies using public domain data sources such as Home Office crime statistics, World Health Organisation Databases. • In addition modern technologies may be incorporated by programme teams delivering the module as vehicles of learning (e.g. blogs,podcasts) and as vehicles for learning through formative and/or summative assessment (e.g. online portfolios, online tests, wikis, etc.) <p>The pattern of seminar delivery will vary according to the programmes the module is serving. The seminar schedule will be set and taught within programme teams, overseen by a single module leader.</p> <ul style="list-style-type: none"> • For each contact hour, students will spend approximately 3 hours in independent study, including preparing their assessed portfolio.

	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on specific programme the student is enrolled on.</p>																																								
Key Information Sets Information	<p>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.</p> <table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr><tr><td colspan="5"></td></tr></table> <table><tr><td colspan="2">Total assessment of the module:</td></tr><tr><td>Written exam assessment percentage</td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td>100%</td></tr><tr><td>Practical exam assessment percentage</td><td>0%</td></tr><tr><td></td><td>100%</td></tr></table>	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						Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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																																					
																																									
Total assessment of the module:																																									
Written exam assessment percentage	0%																																								
Coursework assessment percentage	100%																																								
Practical exam assessment percentage	0%																																								
	100%																																								
Reading Strategy	<p>Students will be expected to access key recommended texts listed and to access the further reading. The student will be expected to purchase key texts as directed and to access further recommended reading provided as e-books and journals or as digitalised book chapters or journal articles, where free electronic access is not available. Such access will be provided via the library website and through Blackboard.</p> <p>All students are encouraged to read widely using the library catalogue, a variety of remote access bibliographic and full text databases and Internet resources are available. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Students are expected to be able to identify and retrieve appropriate reading. Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>																																								
Indicative Reading List	<p>Bryman, A. (2012) <i>Social Research Methods</i>. Oxford: Oxford University Press.</p> <p>Burnham, P., Gilland Lutz, K., Grant W., and Layton-Henry, Z., (2008) <i>Research Methods in Politics</i>. Basingstoke: Palgrave Macmillan.</p>																																								

	<p>Crow, I. Semmens, N. (2008). <i>Researching Criminology</i>. Maidenhead: Open University Press.</p> <p>Duarte, N. (2010) <i>Resonate: Present Visual Stories That Transform Audiences</i>. London: Wiley.</p> <p>Gray, D.E. (2014) <i>Doing Research in the Real World</i>. London: Sage</p> <p>Hague, R., and Harrop, M. (2013) <i>Comparative Government and Politics</i>. Basingstoke: Palgrave Macmillan.</p> <p>Hegel, G. W. F. (2002) <i>Philosophy of Nature</i>, trans. M. J. Petry, London: Routledge.</p> <p>Kant, I. (2007) <i>Critique of Pure Reason</i>, trans. Kemp Smith, Basingstoke: Palgrave</p> <p>Punch, K. (2006) <i>Developing Effective Research Proposals</i>. London: Sage.</p> <p>Robson, C. (2011) <i>Real World Research 3rd Ed</i>: Chichester: John Wiley and Sons Ltd.</p> <p>White, P. (2008) <i>Developing Research Questions: A Guide for Social Scientists</i> Basingstoke: Palgrave Macmillan.</p>
--	---

Part 3: Assessment	
Assessment Strategy	<p>Students are assessed summatively through an e-portfolio. Formative assessment will be undertaken within seminar sessions, and using techniques from a range of online approaches including quizzes, wikis, and online discussion.</p> <p>The research proposal (component B) will prepare students for a final year project, and reflect a synthesis of relevant syllabus content, and be written for subject specialists.</p> <p>Component A, the narrated e-presentation will demonstrate students' ability to communicate their ideas for the proposal to a lay audience using a combination of subject specific and transferable skills. These presentations will be curated to create an annual e-conference, as a resource for component A, but also as a cumulative learning resource for future iterations of the module. Presentation style will be an extended "PechaKucha" approach (cf. http://www.pechakucha.org/) in which a fixed number of slides, with a fixed time limit per slide forces a focused, dynamic presentation (Levin, 2013). This will serve as the controlled conditions component of the module.</p> <p>Levin, Michael A., and Lori T. Peterson (2013), "Use of Pecha Kucha in Marketing Students' Presentations," <i>Marketing Education Review</i>, 23 (1), 59-64.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions)	Element weighting	

Description of each element	(as % of component)
E-portfolio part 1: Presentation of research proposal for a lay audience using presentation software with audio/video narration. (10 minutes)	100
Component B Description of each element	Element weighting (as % of component)
E-portfolio part 2: Research proposal (1500 words)	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
E-portfolio part 1: Presentation of research proposal for a lay audience using presentation software with audio/video narration. (10 minutes)	100
Component B Description of each element	Element weighting (as % of component)
E-portfolio part 2: Research proposal (1500 words)	100
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.	