




MODULE SPECIFICATION

Part 1: Information			
Module Title	Becoming a Researcher Year3		
Module Code	UTTGW-15-3	Level	6
For implementation from	September 2019		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Early Childhood		
Module type:	Standard Module		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	N/A		

Part 2: Description
<p>This module will introduce you to the theories, philosophies and methodologies that are integral to becoming a researcher within the context of the programme and field of study: It will include but is not limited to:</p> <ul style="list-style-type: none"> • The purposes of research and the distinction between research and practice • Philosophies of research • Ethical Frameworks and considerations • Reflexive practice • Approaches to research (Methodologies) • Research methods (appropriate to the field of study) <p>Content delivery is organised through a range of strategies including lectures, seminars, tutorials and discussion forums which may be delivered face to face and/or online. There will also be online materials and resources available to students to support the teaching and learning undertaken. This will allow students to progress at their own rate through the module identifying course content that is relevant to their learning needs and research interests</p>
Part 3: Assessment: Strategy and Details
<p>The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of educational research.</p>

<p>Formative feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means and during seminars.</p> <p>The assessment will allow students to reflect on their own positioning as a researcher, and offer a critical consideration of their next steps as an ethical researcher in their field.</p>											
Identify final timetabled piece of assessment (component and element)	A										
% weighting between components A and B (Standard modules only)	<table border="1"> <tr> <td>A:</td> <td>B:</td> </tr> <tr> <td>100%</td> <td></td> </tr> </table>	A:	B:	100%							
A:	B:										
100%											
First Sit											
Component A (controlled conditions) Description of each element	Element weighting (as % of component)										
1. Presentation	100%										
Component B Description of each element	Element weighting (as % of component)										
1.											
Resit (further attendance at taught classes is not required)											
Component A (controlled conditions) Description of each element	Element weighting (as % of component)										
1. Presentation	100%										
Component B Description of each element	Element weighting (as % of component)										
1.											
Part 4: Learning Outcomes & KIS Data											
Learning Outcomes	<p>On successful completion of this module within the context of the programme and field of study students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate their emerging stance and approach to research in the context of their programme and field of study 2. Demonstrate the critical understanding and skills needed to frame a small research project. 3. Reflect on the significance of ethics in research including the responsibilities of the researcher <p>:</p>										
Key Information Sets Information (KIS)	<p>Key Information Set - Module data</p> <p><i>Number of credits for this module</i> 15</p> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> 	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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<p>Contact Hours</p>	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="485 622 1007 797"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%					100%
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<p>Reading List</p>	<p>Bell, J. (2014) <i>Doing your research project for first time researchers</i> Berkshire: OUP</p> <p>British Education Research Association (2018) <i>Ethical Guidelines for Educational Research</i> BERA: London</p> <p>Farell, A (2005) <i>Ethical Research with Children</i> Maidenhead: OUP</p> <p>Punch, K., Oancea, A. (2014) <i>Introduction to research methods in Education</i> Thousand Oaks: Sage</p> <p>Thomas, G. (2011) <i>How to your research project: A guide to students in education and the social sciences</i> London: Sage (3rd Ed now available)</p> <p>Mukherji, P., Albon, D. (2018) <i>Research methods in Early Childhood: an introductory guide</i> Thousand Oaks: Sage</p> <p>Wilson, E. (2013) <i>School based research: a guide for education students</i> London: Sage</p>																				

Commented [FW1]: Add link to online Talis reading list