



Module Specification

Developing as a Researcher Practitioner

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Part 1: Information

Module title: Developing as a Researcher Practitioner

Module code: UTLGXC-30-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Secondary Education and Lifelong Learning

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module forms part of the MA in Career Development, preparing participants for developing a research proposal, including reviewing the literature and selecting appropriate methodology and methods for data collection and analysis.

Features: Not applicable

Educational aims: This module aims to Identify and interrogate the role of the researcher practitioner in the career development field.

Participants are introduced to the underpinning knowledge and skills so that they can design a methodologically robust research project which is relevant to a career development context and framed within appropriate ethical standards.

By providing the foundations for taking forward their own research, participants will develop themselves as researcher practitioners.

Outline syllabus: Participants are expected to work through a set of study units, each covering a different topic area, such as:

Planning for research: research questions, samples, access

Research methodology

Researcher positionality

Data collection methods

Data analysis

Validity and trustworthiness in research

Research ethics

Dissemination

Part 3: Teaching and learning methods

Teaching and learning methods: The module will be delivered online using appropriate learning platforms. Learning and Teaching methods will include a combination of synchronous and asynchronous sessions including seminars, recorded lectures, group activities, set readings, tutorial support and guided independent study.

Students will be allocated a specific member of staff to support elements of the assessment who will potentially act as a supervisor for their Professional Development Project.

Module Learning outcomes:

MO1 Communicate the value of robust research

MO2 Critically reflect on the quality of research design and its relationship to a research question

MO3 Critically engage with models and theory to frame a research project of relevance to the career development field

MO4 Recognise and address ethical considerations which may impact on a research project

MO5 Justify methodological choices and explain purpose of key research methods for data collection and analysis

MO6 Communicate research through a range of mediums.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

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

Part 4: Assessment

Assessment strategy: The assessment is designed to test the module learning outcomes and has been developed to encourage participants to reflect deeply and critically on their experience and their learning and to make connections between theory, ideas and concepts, and their application in practice. The two different types of assessment, a formative assessment and a summative assessment, have been chosen to support the development of professional presentation skills, proposal writing skills, academic poster presentation skills (both oral and written) and reflective practice, applicable to different career development contexts and online

delivery and assessment.

The module assessment will contain two components: a formative 10-minute, narrated poster presentation and a summative 5000-word written research proposal. For the formative assessment, participants will deliver a 10-minute presentation (either recorded or in person) outlining the initial stages of a research project: rationale, positionality and draft research questions. This will be presented as a poster.

The summative assessment builds on the formative feedback from the poster presentation and participants will produce a 5000-word research proposal. The proposal will include the following: rationale, positionality, research questions, sampling, access, critical discussion of appropriate data collection methods, data analysis and research ethics. The research proposal will include a completed research ethics application (supported by an identified member of staff)

Assessment components:

Written Assignment - Component A (First Sit)

Description: A 5000-word written research proposal.

The proposal will include the following: rationale, positionality, research questions, sampling, access, critical discussion of appropriate data collection methods, data analysis and research ethics.

The research proposal will include a completed research ethics application (supported by an identified member of staff)

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Written Assignment - Component A (Resit)

Description: A 5000-word written research proposal.

The proposal will include the following: rationale, positionality, research questions, sampling, access, critical discussion of appropriate data collection methods, data analysis and research ethics.

The research proposal will include a completed research ethics application (supported by an identified member of staff)

Weighting: 100 %

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:

Career Development [Sep][DL][DL][2.5yrs] MA 2021-22