

**Module Outline**

Part 1- as validated

1.	<b>Title</b>	<b>Introduction to Research</b>
2.	<b>Level *</b>	5
3.	<b>Credits</b>	20
4.	<b>Indicative Student Study Hours</b>	200 hours Taught class sessions: 36 hours Independent Study: 164 hours
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	Compulsory

**6. Brief Description of Module (purpose, principal aims and objectives)**

The content of this module builds on knowledge and understanding developed in *Academic Practice* at Level 4.

Students are expected to use the rules of the academic world and their relevance to degree-level work. All sessions contain a mixture of activities, from reading and analysing excerpts of text, to reflecting on spoken commentaries, and learning how to engage critically with writings and any juxtaposing findings.

The content of the taught sessions of this module establish a structured framework for applying a range of academic research skills within the subject area.

Students will learn how to differentiate between texts produced for a variety of purposes, including academic articles, book chapters, reports, newspaper articles and filmed material.

In considering the limitations and/or validity of a text, students will learn how to critique a resource effectively and thus demonstrate the understanding needed to assess information in the public domain, thereby applying the skills gained.

**7. Learning Outcomes - On successful completion of this module a student will be able to:**

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|----|--|
| 1. | Summarise and evaluate two academic texts  |
| 2. | Review an academic resource in terms of its relevance and quality and demonstrate awareness of potential limitations or validity |
| 3. | Identify the key characteristics of an effective literature review   |

**Generic Learning Outcomes**

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|----|---|
| 4. | Document and share research using an validated methodological framework   |
| 5. | Identify future personal and professional research development activities |

**8. Assessment**

**Pass on aggregate or Pass all components**  
(modules can only be pass all components if this is a PSRB requirement)

N/A

**Summary of Assessment Plan**

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Reflective Report: to include two evaluations of two research papers relevant to the discipline.	100%	Yes	3000	LOs 1-5	

#### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students must choose research papers that are relevant to their subject, which may include a focus on communities, community groups, education, human development or Teaching & Learning, leading to the submission of a 3000-word report, which contrasts and evaluates the summaries of two research papers. Students are expected to draw out any opposing or limiting viewpoints from the research papers, and, offer an evidence-based evaluation, which reflects the student's own viewpoint, thereby demonstrating an emerging critical approach to their work.

#### 9. Summary of Pre and / or Co Requisite Requirements

N/A

#### 10. For use on following programmes

BA (Hons) Health, Psychology and Social Studies  
BA (Hons) Education  
BA (Hons) Childhood Studies

#### Module Specification

Part 2- to be reviewed annually

1.	Module Leader	TBC
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2.	Indicative Content
	<p>The content of the taught sessions of this module establishes a structured framework for furthering and applying a range of academic research skills.</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>Differentiate effectively between available resources by evaluating texts produced for a variety of purposes, including academic articles, book chapters, reports, newspaper articles and filmed material.</li> <li>Consolidation of research knowledge.</li> <li>Critical reading</li> <li>Evidence based evaluation</li> <li>Understanding the validity and limits of academic texts.</li> <li>Constructing an argument from a variety of academic resources.</li> <li>The use of technology to aid academic practice.</li> <li>Annotating texts and structuring a critical report.</li> </ul>

	<ul style="list-style-type: none"> <li>• Qualitative approaches to research.</li> <li>• Quantitative approaches to research.</li> <li>• Introduction to using data sets.</li> <li>• Presenting for professional purposes.</li> </ul>
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3. Delivery Method (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
•					
If the Delivery Method is <b>Classroom Based</b> please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lectures	36	Taught contact time	LOs 1-5	
2	Study	164			
<b>Total Hours</b>		<b>200</b>			
If delivery method is <i>not</i> classroom based state lecturer hours to support delivery			Each student receives two 20 minutes academic tutorials per module.		

4. Learning Resources
<i>To include contextualised Reading List.</i>
<p><b>Highly recommended:</b></p> <p>Bell, J., (2018) <i>Doing Your Research Project: Open University Press</i>. Maidenhead: McGraw-Hill Education.</p> <p>Godfrey, J., (2016) <i>Writing for University (Pocket Study Skills)</i>. London: Palgrave Macmillan.</p> <p>Kumar, R., (2014) <i>Research Methodology: A step-by-step Guide for Beginners (4th Edition)</i>. London: Sage.</p> <p>Smith, K., Todd, M. &amp; Waldman, J., (2009) <i>Doing Your Undergraduate Social Science Dissertation</i>. Abingdon: Routledge.</p> <p><b>Recommend:</b></p> <p>Clough, P., and Nutbrown, C., (2012) <i>A Student's Guide to Methodology (4th ed.)</i>. London: Sage.</p> <p><b>Journals/Websites:</b></p> <p>British Educational and Research Association [Online] Available at: <a href="http://www.bera.ac.uk">www.bera.ac.uk</a>  Accessed. 4<sup>th</sup> December 2019.</p>