1. **Title of the module**

TZRD8300 (TZ830) – Research Methods

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research (Tizard)*.*

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn (term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules**

Autism Studies MA students will normally take all the other modules of the MA alongside this one.

Autism Studies MA part-time co-requisite for TZRD8630 (TZ863) in year 1

Intellectual and Developmental Disabilities MA part –time co-requisite for TZRD8630 (TZ863) in year 1.

Analysis and Intervention in Intellectual and Developmental Disabilities PG diploma part-time - co-requisite for TZRD8630 (TZ863) in year 1

Applied Behaviour Analysis part-time postgraduate programmes will take this module alongside TZ863, TZ861, TZ862 & TZ865 in year 1.

1. **The programmes of study to which the module contributes**

Autism Studies MA

Autism Studies PG diploma

Autism Studies PG certificate

Intellectual and Developmental Disabilities MA

Intellectual and Developmental Disabilities PG certificate

Analysis and Intervention in Intellectual and Developmental Disabilities MSc

Analysis and Intervention in Intellectual and Developmental Disabilities PG diploma

Applied Behaviour Analysis MSc

Applied Behaviour Analysis PG diploma

Applied Behaviour Analysis PG certificate

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Be able to effectively identify and utilise advantages and disadvantages of different methods of data collection (direct observations, rating scales, questionnaires, interviews) and different research designs.

8.2 Be able to access and interpret complex research and data sources.

8.3 Be able to effectively conduct a systematic review.

8.4 Demonstrate advanced skills in observational data collection including the selection of appropriate measures for collecting different types of observational data.

8.5 Understand issues of reliability and validity and be able to calculate indices of these.

8.6 Be able to conduct interviews and focus groups (Qualitative option); be able to use SPSS and identify different types of data (Quantitative option).

8.7 Demonstrate the ability to perform qualitative analysis (e.g. thematic analysis, interpretative phenomenological analysis) and use NVivo (Qualitative option); demonstrate the ability to use parametric and non-parametric statistics via the use of SPSS and understand the embedded assumptions of these (Quantitative option)

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Be able to design and conduct their own research.

9.2 Be able to interpret complex data- this will also be used as part of their dissertation (TZRD9940/TZRD995)).

9.3 Be able to present, analyse and interpret findings from both assessments in services and with individual people (TZRD862)/TZRD864)).

9.4 Be able to analyse statistical and qualitative data.

1. **A synopsis of the curriculum**

The aim of this module is to teach students about research methodology and the knowledge needed to access and interpret the research literature. For those who take the statistical analysis element, the aim is also to teach appropriate statistical techniques for the analysis of quantitative data. The emphasis will be on methods of data collection and analysis which will be useful in practice settings, so that advanced multivariate techniques will not be taught*.*

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Kinnear, P.R. and Gray, C.D. (2012) *IBM SPSS statistics 19 made simple*. Psychology Press Ltd: Hove

Coolican, H. (2009) *Research Methods and Statistics in Psychology*. (5th ed.) Hodder & Stoughton.

Gough, D., Oliver, S., Thomas, J. (2012). *An introduction to systematic reviews*. SAGE

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 108

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework assignment 1 (1200-1500 words) – 10%

Coursework assignment 2 (1200-1500 words) – 10%

Coursework assignment 3 (1200-1500 words) – 10%

Coursework assignment 4 (1200-1500 words) – 20%

Coursework assignment 5 (1200-1500 words) – 20%

Examination (1 hour) – 30%

13.2 Reassessment methods

Reassessment instrument - Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |  |
| Workshops |  |  |  |  |  | **X** | **X** |  |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignments |  | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The range of research and presentation skills which will be developed are applicable to international contexts.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| Sept 2005 | Original specification | September 2005 |  |  |
| Sept 2014 | Revision | September 2015 | N/K | N/K |

Revised FSO Feb 2018