

MODULE SPECIFICATION

<b>Module Title:</b>	Research Methods and Skills	<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Module code:</b>	POL505	<b>Is this a new module?</b>	no	<b>Code of module being replaced:</b>	N/A
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<b>Cost Centre:</b>	GACJ	<b>JACS3 code:</b>	L611
		<b>HECOS Code:</b>	100484

<b>Trimester(s) in which to be offered:</b>	2	<b>With effect from:</b>	September 2019
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<b>Faculty:</b>	Social and Life Sciences	<b>Module Leader:</b>	Dr Karen Washington-Dyer
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Scheduled learning and teaching hours	30hrs
Guided independent study	170hrs
Placement	0hrs
<b>Module duration (total hours)</b>	<b>200hrs</b>

<b>Programme(s) in which to be offered</b>	<b>Core</b>	<b>Option</b>
BSc (Hons) Professional Policing	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
Evidence based policing and Problem Solving

Office use only

Initial approval January 19

APSC approval of modification *Enter date of approval*

Jan 22 – minor changes made to syllabus as per CoP requirements

Have any derogations received SQC approval?

Version 2

Yes  No

**Module Aims**

To ensure students gain an understanding and critical appreciation of research methods and skills

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Understand the importance of planning research activities and outline the strengths and weaknesses of research methodologies and approaches (NPC mapping: Research methods and Skills: 1.1,1.2,1.3,2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9,2.10)	KS1	KS5
		KS2	KS6
		KS4	
2	Explain statistical tests and the interpretation of data (NPC mapping: Research methods and Skills: 6.1)	KS1	KS5
		KS2	KS6
3	Research, analyse and evaluate relevant research publications and qualitative and quantitative data (NPC mapping: Research methods and Skills:8.1,8.2,8.3,8.4)	KS1	KS5
		KS2	KS6
4	Apply quantitative and qualitative research techniques, including the interpretation of data (NPC mapping: Research methods and Skills:12.1, 12.2)	KS6	KS3
5	Develop a proposal for research to explore the nature, extent and causes of a policing issue/problem (identified in the module "Evidence Based Policing and Problem Solving") (NPC mapping: Research methods and Skills:10.7)	KS1	KS5
		KS2	KS6
		KS4	

Transferable/key skills and other attributes

On successful completion of this modules students will have developed the following transferable skills

- Analytic skills;
- Cognitive skills
- IT skills
- Evidence assessment
- Research skills

Independent Working  
Time Management

### Derogations

Module cannot be compensated/condoned on BSc Professional Policing  
All elements of assessment must be passed on BSc (Hons) Professional Policing

### Assessment:

- 1; Students will be required to construct a brief survey to be distributed to their student peers (including quantitative and qualitative questions) and then present the survey and a brief analysis of findings
2. Student will be given a mixed methods article in the Policing area to review
3. Students to write a research proposal to explore the nature, extent and causes of a policing issue/problem (could be the problem identified in the module "Evidence based policing and Problem Solving")

Assessment guidance will be provided that directs students towards meeting the relevant learning outcomes

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	4	Survey	25%		1,000
2	1,2,3	Mixed methods article review	25%		1,000
3	5	Research Proposal	50%		2,000

### Learning and Teaching Strategies:

The module will use a variety of teaching and learning strategies, including lectures, seminars and discussion and the use of Moodle.

### Syllabus outline: NPC Indicative Content Mapping

#### **LO1: Understand the importance of planning research activities and outline the strengths and weaknesses of research methodologies and approaches**

Research design

Focus of research and development of research questions

How to formulate an ethically sound research question

Qualitative, quantitative and mixed methods

Approaches to data collection:

- Surveys
- Interviews
- Observation
- Experimental design
- Use of secondary sources

How to choose, implement and critically evaluate appropriate methods of research

Data Sampling

Design frames

Data Reliability and validity  
Research ethics to be adhere to  
Research standards  
Peer review  
Use of data (qualitative and quantitative)

**LO2: Explain statistical tests and the interpretation of data**

Basics of numeracy and statistical information-gathering

**LO3: Research, analyse and evaluate relevant research publications and qualitative and quantitative data**

Critiquing research literature  
Research ethics  
Relationship between theories and methods  
Evidence-based policing

**LO4: Apply quantitative and qualitative research techniques, including the interpretation of data**

Analysis of quantitative and qualitative data  
Numeracy and statistical information gathering

**LO5: Develop a proposal for research to explore the nature, extent and causes of a policing issue/problem (identified in the module “Evidence based policing and Problem Solving”)**

Develop a proposal for research to explore the nature, extent and causes of the issue/problem, including:

- research aims and questions
- consideration of different research designs
- strength and weakness of different research methods
- project management details (e.g. timescales, resources)

**Bibliography:**

**Essential Reading**

- Cockbain, E and Knutsson, J (2018) Applied Police Research; challenges and Opportunities. London: Routledge
- Kennedy, D., 2014. Working in the field: Police research in theory and in practice. In Applied Police Research (pp. 25-36). Routledge.
- Kumar, R (2014) Research Methodology. London: Sage
- Wincup, E (2017) Criminological Research. London: Sage

➤ **Other indicative reading**

- Brown, R., 2014. Tip-Toeing Through the Credibility Mine Field: Gaining social acceptance in policing research. In Applied Police Research (pp. 50-60). Routledge.
- Bryman, A (2015) Social Research Methods (2nd ed). Oxford: Oxford University Press.
- Brunger, M and Tong, S (2015) Introduction to Policing Research. London: Routledge
- Holgersson, S., 2014. An inside job: managing mismatched expectations and unwanted findings when conducting police research as a police officer.
- Jupp V. et al (2011) Doing Criminological Research. London: Sage Publications

- King, R and Wincup, E (2010) *Doing Research on Crime and Justice*. Oxford: Oxford University Press
- Mazerolle, L., Lum, C. and Braga, A.A., 2014. Using Experimental Designs to Study Police Interventions. In *The Oxford Handbook of Police and Policing*.
- Neyroud, P., 2016. The ethics of learning by testing: the police, professionalism and researching the police. In *Research Ethics in Criminology* (pp. 89-106). Routledge.
- Robson C. (2016) *Real World Research*. London: Blackwell.
- Noaks, L. & Wincup, E. (2004) *Criminological Research—Understanding Qualitative Methods*. London: Sage Publications.