**International Research Programme**

**Programme Handbook**

NB

This handbook is intended for the guidance of students taking this programme in 2017. Whilst the details contained in this handbook represent teaching staff intentions at the time of writing, it is in the nature of higher education that some module information, such as syllabus, reading lists and schedule, may be subject to modifications during the delivery of a programme. Teaching staff reserve the right to make such minor changes in the matters covered by this publication and will endeavour to publicise any such changes as widely and timely as possible.

**PROGRAMME AIMS**

This programme is aimed to advancing understanding about research in international context from both theorical and practical perspective. The importance of research to daily live is quite often misunderstood or at best underestimated. Whilst it is true that some academics are involved in scholarly research activities, general public are equally involved in different type of research activities, and this is not just about being included in large scale national survey. For example daily news range from economic outlook, election opinion polls, immigration level, property prices to employment rate, are all based on results of research activities. For another example, every item in supermarkets are based on all types of market research to determine the price, quantity and availability of the products. Under this “knowledge economy”, in which many “fact” are based purely on distorted information on internet and social media in particular, it is particularly important to have a better understanding about research and how its relation to knowledge.

This programme is multi-disciplinary in nature. Students from different disciplines will find their technical background complementary to the subjects covered in this programme. From an academic perspective, this programme will be particularly useful for students who are interested in pursuing a higher degree in research. This programme will cover key theoretical aspects and practical skills in constructing a research proposal that are aiming for, but not limited to, doctoral degrees.

The programme design will not follow the traditional lecturer pattern but will be highly interactive with class participants being involved in individual and group activities; field trips and company visits to exposure students to real life businesses, role play and presentations that will encourage creative thinking, reflective learning and “learning by doing” in addressing the real opportunities and challenges that face research in international context.

The key aims of this programme are:

* To provide students with the necessary training to undertake advanced-level research in international context.
* To enable students to experience collaborative research and apply relevant analytical tools/frameworks
* To equip students with an in-depth understanding of key principles of research design and methodology in their chosen field, and to develop their skills in conducting and disseminating research at an advanced level.
* To allow students to recognise and understand the economic, social and environmental factors/impacts relevant to their field of study in an international setting;
* To enable students to use a range of perspectives to critically review research studies in terms of theorising, methods and findings.
* To eneable students to reflect on the relationship between theory and practice and how ideas, forms, practices and processes may be developed to improve human and environmental well-being.

**PROGRAMME CONTENT**

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| * Creative problem-solving, change management and design-thinking;
* Reflective practice, learning-to-learn and barriers to learning;
* Historical, cultural and environmental perspectives relating to an international context
* Sustainable development, social and environmental responsibility reporting and impact assessment;
* Collaborative research project planning and implementation in an international context, including risk assessment and review;
* Team roles and the influence of motivation, personality type, values, beliefs and norms on effectiveness;
* Research report writing and dissemination.
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# LEARNING OUTCOMES

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| **Learning Outcomes, Teaching, Learning and Assessment Methods** |
| Knowledge and Understanding |
| An ability to:* demonstrate a critical understanding of the concepts, theories and models that underpin academic research in international context
* utilise and apply typologies of research methodology to assist on the process of conducting scholarly research
* utilise ideas, theories and practice on academic research with a particular focus on their application and critique to real life context.
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| Subject-specific skills  |
| By the end of the programme students should:- * Have a critical appreciation of the range of philosophical approaches to research in international context
* Be aware of, and familiar with, the facilities available for conducting literature searches and obtaining relevant data to facilitate empirical investigation;
* Be aware of relevant computer packages for conducting empirical analysis;
* Have a critical understanding of a relevant topic and the most appropriate techniques of research and analysis;
* Have a critical understanding of methodological issues in research: issues in designing and undertaking both quantitative and qualitative research;
* Have a critical understanding of the principles of research design proposals.
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| Academic and thinking Skills  |
| By the end of the programme students should: * Be able to organise, structure and manage a research project effectively, and conduct empirical/theoretical analysis at an advanced level;
* Be able to make a critical evaluation of published journal articles and assess their relevance to a chosen research project;
* Be able to operate independently on a research topic and exercise appropriate judgement in the selection of material;
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| Key transferrable skills relevant to employability and personal development |
| An ability to:* Planning, organising and using initiative;
* Computer literacy;
* Numeracy;
* Written communication of research on a chosen topic;
* Time management;
* Self-discipline;
* Problem solving and analysis;
* Written communication of research on a chosen topic to a relevant audience(s)
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| **Teaching and Learning Methods** |
| Acquisition of the knowledge and understanding outlined above is mainly through a combination of lectures, seminars, filed trips, case studies and class activities, supported by guided reading. The written work will test students’ in-depth understanding of relevant concepts and their ability to apply and interpret what they have learned to the analysis of a particular issue in English language. They will also have opportunities to outreach activities through networking events and company visits.  |
| **Assessment methods** |
| The knowledge and understanding outlined above is generally assessed using written work and reflective portfolios. Informal assessment will be made through group work and in-class activities. |

**DELIVERY MECHANISMS**

The programme is delivered in a series of lectures, seminars, field trips, company visits, case studies, presentations and class activities.

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| Mode of delivery | Number of session | Duration | Total hours |
| Interactive lectures  | 8 | 1 hours | 8 |
| Themed seminars and workshops | 5 | 2 hour | 10 |
| Field trips (including fieldwork trips and company visits) | 6 | 4 hours | 24 |
| Attending academic conference and seminars | 2 | 6 hours | 12 |
| Student presentations | 2 | 3 hours | 6 |
| Total hours | 60 |

# STUDENT WORKLOAD

In addition to attending the scheduled sessions, undertaking preparation for them as may be requested from time to time, and completing assessments, students are expected to undertake independent reading and learning.

The total learning hours of this programme is as follows:

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| Contact hours | 60 |
| Independent study hours | 180 |
| **Total learning hours** | **240** |

# ASSESSMENT

The assessment consists of individual written research proposal (50%) and individual portfolio (50%).

Assignment 1 – Draft research proposal

An individual (to include examination of the literature).

require students to write a 2000-word research proposal, including a short literature review in their field, and a detailed initial plan for a research method, including - where relevant - detail on data collection and likely analytical methods. Students are expected to work independently on their research, analysis and writing up under the guidance of a supervisor, modifying their research design if necessary.

**ASSESSMENT CRITERIA**

* ability to design and complete a research project that engages in original research into some aspect of their chosen field
* ability to use such material to construct and present a coherent and scholarly argument for a programme of research
* Written communication skills
* Organising and presentation of the written work
* Ability to present conclusions and recommendations in a clear, concise and orderly way.

**Assignment 2 – Learning Portfolio including Reflective Account and Individual Report**

This assignment consists of a portfolio you will develop during the programme.

It must include the following documents:

1. Reflective accounts of the sessions, field trip and activities, to be completed weekly (3 in total) the covers the following (suggested template in Appendix I):
	1. Brief description of one session the impressed you the most
	2. What were your expectation about the session
	3. How did the session went
	4. What did you learnt from the session
	5. Has the session in any way challenges or inspire your understanding about the subject, how?
2. Produce a realistic action plan for this development (suggested template in Appendix II).

**ASSESSMENT CRITERIA**

1. Well-considered reflective accounts which clearly indicate learning from sessions and field trips
2. A thorough analysis and reflection of personal characteristics, skills and abilities
3. An action plan for continuing development, including realistic time scales
4. Well-structured work using correct spelling and grammar.

This report is submitted by every student and is primarily designed to allow you to reflect and comment on the your own learning experience of the programme.

**COMMUNICATIONS AND OBTAINING HELP**

You should always feel welcome to talk to staff whenever you wish to discuss any aspect of the programme. Please do keep in touch with us. A small misunderstanding can turn into a big problem if it is not dealt with in a timely manner. It is our duty and pleasure to help you in any way we can to enjoy, and be successful in this programme.

The first port of call for any queries relating to your understanding of the material and study skills should be the relevant lecturing staff, especially for queries relating to the lecture material. The ultimate responsibility for the success of the programme rests with the programme director, who is happy to discuss any aspect of the programme with you and welcomes comments and suggestions on how to improve the programme at any time during the year.

**COMPLETION**

Students who successfully completed the programme and pass the assessment will be awarded an attendance certificate and a transcript that report on their level of knowledge and academic skills, subject-specific skills and key transferrable skills.

**Appendix I**

**REFLECTIVE JOURNAL – LECTURE/SEMINAR/WORKSHOP**

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| ***Brief description of one session the impressed you the most*** |
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| ***What were your expectation about the session? What did you expect to learn from it?*** |
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| ***How did the session went? Did it went well? If so, how?*** |
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| ***What did you learnt from the session?*** |
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| ***Has the session in any way challenges or inspire your understanding about the subject, how?*** |
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**Appendix II**

**SUGGESTED ACTION PLAN TEMPLATE**

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| ***What do I want/need to learn?*** |
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| ***Why do I want/need this?*** |
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| ***What will I do to achieve this?*** |
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| ***What resources and support will be needed?*** |
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| ***How will I measure success?*** |
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| ***Target dates for review/completion*** |
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