

| Module Details         |                                                 |
|------------------------|-------------------------------------------------|
| <b>Module Title:</b>   | Critical Perspectives on Research Commissioning |
| <b>Module Code:</b>    | DIM7007-C                                       |
| <b>Academic Year:</b>  | 2019-20                                         |
| <b>Credit Rating:</b>  | 30                                              |
| <b>School:</b>         | School of Nursing and Healthcare Leadership     |
| <b>Subject Area:</b>   | Diversity Management                            |
| <b>FHEQ Level:</b>     | FHEQ Level 7 (Masters)                          |
| <b>Pre-requisites:</b> |                                                 |
| <b>Co-requisites:</b>  |                                                 |

| Contact Hours  |       |
|----------------|-------|
| Type           | Hours |
| Lectures       | 3     |
| Tutorials      | 27    |
| Directed Study | 270   |

| Availability |                                                 |
|--------------|-------------------------------------------------|
| Occurrence   | Location / Period                               |
| BDA          | University of Bradford / Semester 1 (Sep - Jan) |
| BDA          | University of Bradford / Semester 2 (Feb - May) |

| Module Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p>To develop a critical understanding of the range of perspectives, methodologies, strategies and sensitivities for knowledge generation, data collection and analysis used in researching society including participatory approaches with target groups. To enable students to critically appraise effective monitoring and evaluation philosophies, tools and techniques, in particular, those applicable to research commissioning. To facilitate critical understanding of approaches to target setting with the aim of maximising the volume and quality of data necessary to analyse the outcomes of social research</p> |

| Outline Syllabus |
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Conceptualising research from a diversity perspective, researching threatening / sensitive topics;  
 Commissioning research and evaluation studies - political issues, competition and tendering process;  
 Selection of appropriate research strategies, methods and methodologies including feminist and other emancipatory research approaches;  
 Researching with marginalised communities and the 'research syndrome',  
 Politics of research, power relationships and ethical issues in research,  
 Critically facilitating feedback and transparency;  
 Equality audits including impact analysis.

## Learning Outcomes

|     |                                                                                                                                                                                                      |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | Critically examine and discuss the importance of fair and accountable research commissioning in promoting excellence in employment and service delivery                                              |
| 1.2 | Demonstrate the development of a critical understanding of the philosophical, theoretical and methodological approaches associated with undertaking rigorous empirical research on sensitive topics. |
| 1.3 | Demonstrate awareness of the concepts underpinning anti-discriminatory and participatory research.                                                                                                   |
| 1.4 | Critically evaluate principles and methods of evaluation applied to inclusive practices including impact analysis                                                                                    |
| 2.1 | Critically appraise differing approaches to evaluation and research on race, gender, disability, sexual orientation, age and other cultural markers.                                                 |
| 2.2 | Demonstrate a critical reflection of the complexities surrounding ethical conduct of sensitive research and its impact on research commissioning.                                                    |
| 2.3 | Critically analyse and appraise published sources of audit evidence in chosen service area & equality monitoring data in employment practices and service delivery.                                  |
| 2.4 | Demonstrate the ability to implement change through application of reliable & valid approaches to impact analysis                                                                                    |
| 3.1 | Demonstrate a critical appreciation of the wide-ranging methods used by researchers in investigating sensitive topics.                                                                               |
| 3.2 | Manage confidential information through the design, implementation and reporting of monitoring data.                                                                                                 |
| 3.3 | Demonstrate the ability to empower participants throughout research and evaluation processes.                                                                                                        |

## Learning, Teaching and Assessment Strategy

Lectures using webinar to explore accountable research commissioning, research on sensitive topics and inclusive research practice (LO's 1.1,1.2,1.4,2.1,). Seminars to facilitate group based discussion conducted synchronously and asynchronously via the VLE as well as other interactive online resources. Study days to provide opportunity for shared learning between students and invited experts at CfID conference &/or diversity challenge seminar (LO's1.2,1.3,1.4,2.2,2.3,3.1). Students who are unable to attend optional study days will be provided with equivalent activities e.g audio, video and Collaborate recording or excerpts of missed sessions. Other: students will

be guided to undertake organisational based activities to inform understanding, assist in the application of theory to practice and facilitate completion of assignments. Directed study will include distance learning materials alongside seminars and tutorials and directed reading to develop students own portfolio of learning which will enhance transferable skills and knowledge related to the enhancement of critical thinking and analysis (LO's 1.4, 2.1, 2.3,2.4,3.2,3.3) Academic development will be through the personal academic tutor role.

Assessment 1:Report or a podcast that captures the output of an equality impact analysis [EIA] of a policy/practice (LO 1.4, 2.1,3.2, 2.4, 3.3 ).

Assessment 2:Produce an Invitation to Tender (LO 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2).

Formative Assessment: Critical appraisal of one's values, beliefs, and attitudes and the development of intercultural competence (LO 2.1, 3.1, 3.2)

| Mode of Assessment |            |                         |             |           |
|--------------------|------------|-------------------------|-------------|-----------|
| Type               | Method     | Description             | Length      | Weighting |
| Summative          | Coursework | Report (2000 wds)       | -2000 words | 40%       |
| Summative          | Coursework | Report (3000 wds)       | -3000 words | 60%       |
| Formative          | Coursework | Self-assessment journal |             | %         |

| Reading List                                                                                                                                               |
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| To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a> . |

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*