Module Descriptor

Title	Research Design & Methods		
Session	2025/26	**Status**	
Code	BUSN 09082	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Sir Lee		

Summary of Module

This module enables students to develop the knowledge and skills required in order to plan and implement a research project in their field of study, may this be business/management, HRM, marketing, tourism or events. Topics studied include theoretical concepts around research philosophies, approaches and nature as well as research strategies (qualitative, quantitative and mixed-/multi-methods) and research design, working with the literature, as well as research limitations and ethical considerations. Furthermore, the module explores relevant approaches to the collection and analysis of primary data in the respective subject areas.

This module will equip all students with knowledge and skills in order to carry out subject-specific research projects, such as applied research within organisations, consumer research, etc. The module workshops are highly participative and include individual and group work, as students learn and discuss how to design and carry out a research project in their field of study.

The module has been designed with our students as future academics and professionals in mind, where a strong focus lies on the development of fundamental skills in research.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☒	☐	☐
Campuses for Module Delivery	☐ Ayr	☒ Lanarkshire	☒ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☒ Dumfries		☐ London ☒ Paisley		☒ Other (specify) NCL	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Construct relevant and achievable aim, objectives and/or research questions in context of the students' field of study.
L2	Demonstrate the ability to gather, critically analyse and comprehensively present secondary data in the form of a literature review in the students' field of study.
L3	Critically evaluate principal methodological concepts, as well as suitable data collection and analysis approaches commonly applied within the students' field of study.
L4	Critically discuss research limitations of and ethical concerns in conducting a research project the students' field of study.
L5	Demonstrate the ability to communicate a research project in an effective manner (verbally, written and/or visually) within the students' field of study.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** Critically understanding social science research philosophy as it relates to the subject discipline. Critically understanding approaches to research design as they relate to the subject discipline. Critically understanding research methods including qualitative, quantitative and desk research. Critically understanding the importance of research ethics.
Practice: Applied Knowledge and Understanding	**SCQF 9** Retrieving, gathering, interpreting and manipulating primary and secondary information from a variety of sources, including electronic sources. Preparing a research plan for a topic located within their field of study. Assessing the ethical issues within research generally and also particularly within their own research topic.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis and interpretation of qualitative and quantitative data. Collating and interpreting information from a variety of sources, including academic research publications.

Communication, ICT and Numeracy Skills	**SCQF 9** Communicating effectively in speech and writing. Using, interpreting and evaluating numerical, statistical and graphical data. Using a range of IT applications to support and enhance work.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising independence and initiative in preparing a research assignment, while systematically identifying and addressing their own learning needs. Being aware of ethical issues in research. Working effectively, both individually and with others in groups, taking a leadership role where appropriate.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. Students on a Graduate Apprentice programme will undertake the following teaching, 9 weeks of 2-hour lecture/Core content delivery online sessions and 3 weeks of 3 hour on-campus workshops (dates for on-campus sessions to be confirmed each term) In line with UWS' Curriculum Framework, providing a flexible and hybrid, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity-/discussion-based and subject-specific workshops, nurtured by meaningful online content, including short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom. This is further supported by the assessment approach adopted, enabling students to develop both academic and employability-focused knowledge and skills within research methods and design — all aligned to the overarching purpose and aims of the students' respective programme of study.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	36
Independent Study	164
Please select	
Please select	
Please select	

Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Saunders, M., Lewis, P. and Thornhill, A. (2019), Research Methods for Business Students, 8th edition, London: Pearson Education Ltd.
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities. International Students are expected to follow UKVI guidelines on attendance. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students irrespective of ethnic status, disability, age, gender, religious and sexual orientation. The module has been designed to take account of increase in the diversity of the student body and in this respect, the approach is "learner

centred". Students are supported by staff as well as the learning support team in completing the module. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Please select**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, Organisations and People
Moderator	Mbusiro Chacha
External Examiner	Shabnam Sheikh
Accreditation Details	-
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
30% of the overall module assessment will be accounted for by a poster presentation (contents of poster as per handbook).
Assessment 2
70% of the overall module assessment will be accounted for by a individually written research proposal, providing a comprehensive outline/plan of the student's research project.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Poster presentations	☐	☒	☐	☐	☒	30	2

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Research proposal	☒	☒	☒	☒	☒	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who