

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Status: Published

Title of Module: Research Methods for Accounting and Finance

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|-----------------------------|---|--------------------------|--|
| Code: | SCQF Level: 11 (Scottish Credit and Qualifications Framework) | Credit Points: 20 | ECTS: 10 (European Credit Transfer Scheme) |
| School: | School of Business & Creative Industries | | |
| Module Co-ordinator: | Mostafa Hussien | | |

Summary of Module

The purpose of this module is to develop students' knowledge of effective and academic research design at master's level and provide guidance on the purpose and design of literature reviews, strategies of research problem definition and ethical considerations. Equally, the module aims to ensure students have an advanced understanding of how the range of qualitative and quantitative approaches can be most appropriately applied in Accounting and Finance contexts; and to develop students' ability to identify/collect and analyse relevant data and literature sources and reference them appropriately. Finally, to help students apply this knowledge and establish the most effectual research design and method for their project, and write a successful research proposal.

Module Delivery

| Face-To-Face | Blended | Fully Online | HybridC | HybridO | Work-based Learning |
|--------------|---------|--------------|---------|---------|---------------------|
| | ✓ | | | | |

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

| Paisley: | Ayr: | Dumfries: | Lanarkshire: | London: | Distance/Online Learning: | Other: |
|--|--|-----------|--------------|---------|---------------------------|--------|
| | | | | ✓ | | |
| Term(s) for Module Delivery | | | | | | |
| (Provided viable student numbers permit). | | | | | | |
| Term 1 | | Term 2 | | | Term 3 | |
| Learning Outcomes: (maximum of 5 statements) | | | | | | |
| On successful completion of this module the student will be able to: | | | | | | |
| L1. Demonstrate a critical awareness of the different Accounting and Finance research methodologies, research design and methods, and different paradigms on which they are based; | | | | | | |
| L2. Critically evaluate the range of data and information collection and analysis methods that are used within Accounting and Finance in general and their project subject specialism in particular, and make informed decisions about their relevance for different purposes; | | | | | | |
| L3. Draw upon academic and practitioner literature to support and justify the selection of appropriate research question(s), research design, methods, and analysis; | | | | | | |
| L4. write a research proposal that outlines and evaluates the most appropriate research design and method(s) to investigate the chosen research question(s) | | | | | | |
| L5. To be aware of the importance of research ethics and the the principles of data protection and data management and to understand the ethics application procedure required by the University | | | | | | |
| Employability Skills and Personal Development Planning (PDP) Skills | | | | | | |
| SCQF Heading | During completion of this module, there will be an opportunity to achieve core skills in: | | | | | |
| Knowledge and Understanding (K and U) | SCQF Level 11. Demonstrating an extensive, detailing and critical knowledge of the literature relevant to the chosen topic. Critical understanding of a range of specialised theories, principles and concepts relevant to the chosen topic. Displaying an awareness of current issues relevant to the topic and related areas. | | | | | |
| Practice: Applied Knowledge and Understanding | SCQF Level 11. Apply knowledge, skills and understanding: <ul style="list-style-type: none"> - In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject. - In using a range of specialised skills, techniques and practices. | | | | | |
| Generic Cognitive skills | SCQF Level 11. <ul style="list-style-type: none"> - Apply critical analysis, evaluation and synthesis to issues that are informed by forefront developments in the subject. - Critically review, consolidate and extend knowledge, skills, practices and thinking in the subject. | | | | | |
| Communication, ICT and Numeracy Skills | SCQF Level 11. Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject, for example: <ul style="list-style-type: none"> - Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose. - Undertake critical evaluations of a wide range of numerical and graphical data. | | | | | |

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| Autonomy, Accountability and Working with others | SCQF Level 11. Exercise substantial autonomy and initiative in activities. - Take responsibility for own work and/or significant responsibility for the work of others. | |
| Pre-requisites: | Before undertaking this module the student should have undertaken the following: | |
| | Module Code: | Module Title: |
| | Other: | |
| Co-requisites | Module Code: | Module Title: |

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: As per UWS procedures.

Indicates that module descriptor is not published.

Learning and Teaching

The module employs hybrid learning approaches. Students will be exposed to core concepts and ideas through the use of asynchronous, online activities designed to allow students to engage with the material in a flexible manner. Face-to-face, synchronous sessions will concentrate on interactive learning designed to allow students to engage with staff and classmates and deepen their understanding of the subject material. The social learning platform will be used to share key information and provide opportunities for interaction with staff and other students.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Normally totalling 200 hours):
(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture/Core Content Delivery

16

Tutorial/Synchronous Support Activity

20

Independent Study

164

200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

The Core Text for this module is:

Saunders, N.K., Lewis, P. and Thornhill, A. (2023). Research Methods for Business Students, 9th edition, Pearson.

Main and further reading sources are available on the Reading List on Aula module site.

(**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)

Supplemental Information

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|---------------------------------------|-----------------------------|
| Programme Board | Accounting, Finance and Law |
| Assessment Results (Pass/Fail) | No |
| Subject Panel | Accounting and Finance |
| Moderator | TBC |

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|-------------------------------|-----|
| External Examiner | TBC |
| Accreditation Details | |
| Changes/Version Number | 1 |

Assessment: (also refer to Assessment Outcomes Grids below)

Research Proposal, 100% weighting

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

| Component | | | | | | | |
|--------------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Learning Outcome (5) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
| Proposal 2000-2500 words | ✓ | ✓ | ✓ | ✓ | ✓ | 100 | 0 |
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Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

Equality and Diversity

The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements. UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.