University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Creative Research			
Code: MARK11019	**SCQF Level: 11 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Valerie Will		

Summary of Module
This module is designed to provide a clear appreciation of the research process as it applies to a creative research situation. The module adopts both a theoretical and a practical perspective. This means that students will be encouraged to understand the why of research and they will have the opportunity to practise the skills required and thus will explore how robust research should be conducted. The syllabus will include the following areas: • Creative research fundamentals - defining research - research philosophy • Ethics in research • Developing the research question, setting aims and objectives • Research proposals and writing up research • The creative literature review • Developing a research strategy • Qualitative research applications • Quantitative research applications • Making sense of data and drawing conclusions

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☒	☐	☐	☐	☐
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate a critical appreciation of the research process as it applies to a creative research situation.
L2	Evaluate and critically discuss the practical application of specific research methods, understand the challenges and limitations of the methods and propose strategies for dealing with these challenges and limitations.
L3	Competently evaluate and present research-related data logically and succinctly in an accessible manner.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 Level **11** Develop knowledge of the overall research process from philosophical foundations to analysis and writing up the required research documentation. This will incorporate: • Demonstrating knowledge of the philosophical fundamentals of research decisions including the impact of epistemology, ontology and axiology. • Appreciating the relationship between research philosophy and the selection of research methods.

	• Developing an extensive critical understanding of qualitative and quantitative research methods for creative academic and applied research. • Understanding data analysis techniques appropriate for creative academic and applied research. • Embracing a critical, reflective awareness of ethical considerations in research.
Practice: Applied Knowledge and Understanding	SCQF Level **11** Plan for a significant research proposal/project. This will incorporate: • Grounding research on appropriate research foundations. • Using qualitative and quantitative research methods. • Using relevant data analysis techniques and demonstrate creativity in the application and interpretation of the resulting data. • Writing up appropriate research documentation.
Generic Cognitive skills	SCQF Level **11** Apply critical analysis, evaluation and synthesis to creative research decisions including ethical aspects of research. This will incorporate: • Identifying and defining challenges with research decisions. • Developing original and creative responses to research challenges. • Dealing with complex research issues to facilitate the making of decisions where information may be inconsistent or incomplete • Critically reviewing knowledge, skills and practices within creative research
Communication, ICT and Numeracy Skills	SCQF Level **11** Use a wide range of routine skills and a range of advanced and specialised skills required in creative research. This will incorporate: • Communicating with a range of audiences with different levels of knowledge using appropriate methods. • Communicating with peers, senior colleagues and specialists. • Using appropriate ICT applications to support and enhance the creative research process and presentation of research information. • Evaluating and interpreting research information.
Autonomy, Accountability and Working with others	SCQF Level **11** Exercise substantial autonomy and initiative in the creative research situation. This will incorporate: • Taking responsibility for own work and sharing significant responsibility for the work of others. • Taking significant responsibility for a range of creative research decisions and operationalising such decisions. • Working in effective relationships with peers and others. • Demonstrating leadership and/or initiative and making an identifiable contribution to research decisions and activities. • Managing complex ethical and professional creative research issues and make informed judgements on such issues (and other serendipitous issues that may arise in a creative research context). • Practising in ways which draw on critical reflection on own and others' roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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.	
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	24
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	48
Independent Study	104
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Creswell, John W and Creswell, JD (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 5th ed. Thousand Oaks: Sage

Gray, David E (2017). Doing Research in the Real World. 4th ed. London: Sage.

Saunders, Mark NK, Lewis, P and Thornhill Adrian (2015). Research Methods for Business Students. 7th ed. Harlow: Pearson Education.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Per the Student Attendance and 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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Marketing, Innovation, Tourism and Events

Assessment Results (Pass/Fail)	Yes ☐No ☐
School Assessment Board	Marketing, Innovation, Tourism and Events
Moderator	Mrs Jacqui Greener
External Examiner	D Morrad
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	2023-24

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 Research Portfolio (100%). Students are asked to write up a research portfolio in a 'learning log' style, comprising the completion and reporting of weekly tasks which focus on the topics prepared and discussed as part of the module. Max c4000 words.
Assessment 2 – Free Text
Assessment 3 – Free Text
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
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
Portfolio	✔	✔	✔			100	0

Component 2							
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

Component 3							
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
					Combined Total for All Components	100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)