Module Descriptor

Title	Research Methods For Students		
Session	2026/27	**Status**	Approved
Code	BUSN10075	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Eunice Oke		

Summary of Module

This module provides an essential introduction to postgraduate study, supporting students' transition to Postgraduate level courses and preparing them for advanced work in the social sciences in general, and Business Administration in particular. It establishes a solid foundation for future research endeavours by equipping students with the skills, mindset, and training required to conduct rigorous academic inquiry.

The assessment for this module is not simply about completing individual tasks, but about developing research competence and confidence. Students will complete two assignments, one qualitative and one quantitative, which allow them to demonstrate their ability to apply newly acquired research skills in practical contexts.

By the end of the module, students will be able to critically evaluate a range of research techniques and data collection methods and determine which are most appropriate for their Master's dissertation. They will also be expected to justify their methodological choices and address the ethical implications of their research design. Recognising that there are multiple valid approaches to answering complex questions, the module emphasises the importance of selecting, defending, and applying suitable research strategies with academic rigour.

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

[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

			☒ Paisley			
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	Critically evaluate the applicability of qualitative and quantitative research methods for investigating complex business and management problems.
L2	Demonstrate a systematic and critical understanding of positivist and phenomenological research paradigms and their relevance to business and management inquiry.
L3	Design and justify an appropriate research strategy, including methodology and data collection methods, in response to a defined research problem.
L4	To apply ethical principles and critical reflection in the planning and conduct of business research.
L5	

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 10** Developing the mindset, knowledge and understanding of the social science/business and management research paradigm.
Practice: Applied Knowledge and Understanding	**SCQF 10** Developing research design and identifying appropriate research techniques to carry out the aims and objectives of the research.
Generic Cognitive skills	**SCQF 10** Estimating relevance, collecting data, analysing, evaluating and problem-solving in relation to the chosen research project.
Communication, ICT and Numeracy Skills	**SCQF 10** Writing skills and ICT and numeracy skills appropriate for a Master dissertation and in connection with the topic under investigation.
Autonomy, Accountability and Working with Others	**SCQF 10** Working independently and/or in group on an extensive research project.

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.

Lecture and Tutorial

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)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
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:

Sekaran, U., Bougie, R. (2016) Research Methods for Business, Chichester: John Wiley & Sons

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Moodle.

Students will have access to UWS library facilities so that core texts will be supplemented by case studies, academic journal articles and bespoke on-line resources.

(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:

On time assessment submission, participate weekly workshop/ tutorial activity, participate asynchronous formative activity.

In addition, students should also reference the 'BCI Guidance on Implementation of the Revised Student Attendance and Engagement Procedure' which details the School attendance and engagement requirements and how this will be monitored for attendance

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.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, this module is accessible and inclusive, with reasonable adjustment for different needs where appropriate and upon especial request. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment (e.g., augmented or VR assited visual learning prior to exploring some applications software such as TMS/WMS etc) support provision and adjustment to assessment practice are made in accordance with UWS policy and regulations. For instance, some activities are selected based on the student demography and their context.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. We also offer one-to-one drop in session. This personalised approach and innovative use of technology (e.g., use VR) ensures that all students can succeed, regardless of their background or circumstances.

This is particularly important for the international students with diverse academic / curriculum background. So, the teaching materials, tutorial tasks, delivery process etc are designed or adjusted to ensure that everyone is valued, heard, participated, contributed, and included within the teaching and learning community at UWS. For instance, students are given opportunity to choose an appropriate case study from their own contexts. They were also given varieties of options of choosing teaching materials / engagement tools on AULA during workshops/tutorial sessions.

The delivery (both lecture and tutorials) and assessment process designed to promote supportive and engaging learning environment to ensure no one is behind and everyone contributes. We create such an approachable platform for each student to support the learners as per their need (e.g., one to one formative engagement during assessment period). Such supportive mechanism significantly improved the engagement and overall performance.

(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	**Management, Organisations People**
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 & People
Moderator	Isuru Koswatte
External Examiner	D Bolton
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Individual assessment: Research report on an individually chosen topic, based on either qualitative or quantitative research approach. 70% of the module grade.
Assessment 2
Group assessment: presentation of a research topic provided by the Module Coordinator. 30% of the module grade.
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**
Individual Report	☒	☒	☒	☒	☐	70	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Group Presentation	☒	☐	☒	☒	☐	30	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	15 hours

Change Control

What	**When**	**Who**