

**Module Descriptor 2024/25**

Title of Module: Research Design & Methods			
<b>Code: BUSN09082</b>	<b>SCQF Level:</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business Creative Industries		
<b>Module Co-ordinator:</b>	TBC		

Summary of Module
<p>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.</p> <p>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.</p> <p>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.</p>

Module Delivery Method		
Face-To-Face	Blended	Fully Online
✓	✓	
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> 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.</p> <p><b>Blended</b> 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</p>		

Campus(es) for Module Delivery					
The module will <b>normally</b> be offered on the following campuses / or by Distance Learning (D/L) (ie. Virtual Campus): (Provided viable student numbers permit)					
Paisley:	Ayr:	Dumfries:	Lanarkshire:	D/L Virtual Campus:	Other:
✓		✓	✓	✓	✓

Course Reference Numbers (CRNs) (if known)
--

Paisley:	Ayr:	Dumfries:	Lanarkshire:	D/L Virtual Campus:	Other:
TBC		TBC	TBC	TBC	TBC

Trimester(s) for Module Delivery		
(Provided viable student numbers permit).		
Trimester 1	Trimester 2	Trimester 3
	✓	

Learning Outcomes: (maximum of 5 statements)
<p>At the end of this module the student will be able to:</p> <p>L1. Construct relevant and achievable aim, objectives and/or research questions in context of the students' field of study.</p> <p>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.</p> <p>L3. Critically evaluate principal methodological concepts, as well as suitable data collection and analysis approaches commonly applied within the students' field of study.</p> <p>L4. Critically discuss research limitations of and ethical concerns in conducting a research project the students' field of study.</p> <p>L5. Demonstrate the ability to communicate a research project in an effective manner (verbally, written and/or visually) within the students' field of study.</p>

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

<b>Generic Cognitive skills</b>	SCQF Level 9 Undertaking critical analysis and interpretation of qualitative and quantitative data. Collating and interpreting information from a variety of sources, including academic research publications.
<b>Communication, ICT and Numeracy Skills</b>	SCQF Level 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.
<b>Autonomy, Accountability and Working with others</b>	SCQF Level 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.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> —	<b>Module Title:</b> —
	<b>Other:</b> —	
<b>Co-requisites:</b>	<b>Module Code:</b> —	<b>Module Title:</b> —

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>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.</p> <p>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. The module uses a creative approach to assessment one, where students will be asked to join a 'journal club', developing a critical discussion and presentation around re</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> <b>(Normally totalling 200 hours):</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	36
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:

All students: Wilson, J., (2014), "Essentials of Business Research - A Guide to Doing Your Research Project", 2nd Edition, Sage Publications Ltd., London

HRM students: Anderson, V., (2019), "Research Methods in Human Resource Management: Investigating a Business Issue", 4th Edition, CIPD - Kogan Page, London

Marketing/tourism/Events students: Veal, A. J. (2017), "Research methods for leisure and tourism", Pearson, UK

Business/management students: Easterby-Smith, M., Thorpe, R. and Jackson, P., (2015), "Management and Business Research", Sage Publications Ltd., London

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 Aula/myUWS.

(\*\*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 Requirements**

In line with the Academic Engagement and Attendance 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 Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

**Assessment: (also refer to Assessment Outcomes Grids at end of document)**

30% of the overall module assessment will be accounted for by a group presentation critiquing research publications (e.g. journal article, research paper, etc.)

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.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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.)

<b>Assessment Category 1</b>							
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
Presentation		✓			✓	30	2
<b>Assessment Category 2</b>							
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 of written work	✓	✓	✓	✓	✓	70	0
Combined Total For All Assignment Categories						100	2

#### Footnotes:

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

#### Note(s):

More than one assessment method can be used to assess individual learning outcomes. 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.

#### **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](#)

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