University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Research Methods for Accounting & Finance			
Code:	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Dr Mary Fletcher		
Summary of Module			
The module enables students to develop the research and analytical skills required of modern business professionals and accounting and finance specialists. Students will learn how to identify a research problem to be investigated; develop a strategy to collect information; collect and critically analyse a range of resources; consider alternative research designs; demonstrate a critical awareness of data collection issues and consider the ethical implications of conducting research. Students will also develop personal and communication skills by presenting their work.			

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	Collect and critically analyse a range of information sources relevant to a research topic
L2	Demonstrate knowledge of the principal research methods and techniques used in a business environment and justify the selection of appropriate data analysis methods to achieve research objectives
L3	Demonstrate an understanding of the ethical principles underpinning contemporary research processes
L4	Demonstrate an ability to critically reflect upon and present a research strategy
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 **10** Critically understanding existing research in a chosen subject area Critically understanding approaches to research design used in the areas of accounting, finance and business research Critically understanding research methods and alternative approaches. Critically understanding the importance of research ethics.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Developing and articulating search strategies, retrieving, evaluating and critically analysing secondary information from a range of sources. Choosing a problem to research and preparing a research plan for their topic. Developing an awareness of ethical issues and the need to protect personal data.
Generic Cognitive skills	SCQF Level **10** Applying critical analysis, evaluation and synthesis to research in accounting, finance and business. Identifying, conceptualising, and defining new abstract problems and issues in accounting, finance and business and developing investigation strategies.

Communication, ICT and Numeracy Skills	SCQF Level **10** Developing skills in academic communication in writing and speech Developing presentation skills Using a range of IT skills to support and enhance work Interpreting statistical data in published research and official publications
Autonomy, Accountability and Working with others	SCQF Level **10** Exercising substantial autonomy and initiative in systematically identifying and addressing own learning needs both in current and in new areas, and planning and managing a significant range of secondary source materials as appropriate. Working with others in a group

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	12
Independent Study	164
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	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:

Thomas, G. (latest edition). *How to do your research project. A guide for students*. London: Sage.

Also relevant:

Paterson, A. et al. (2016) *Research methods in accounting and finance*. Oxford: Goodfellow Publishers Ltd. Available online through the library

Saunders et al. (latest edition). Research methods for business students. Essex: Pearson. Available online through the library

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:

Full time students are expected to meet the University 75% attendance requirement; demonstrate evidence of engagement with module resources; and under normal circumstances attempt all assessment elements.

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	Accounting, Finance and Law
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	BCI
Moderator	TBC
External Examiner	TBC
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1

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 Individual research proposal report 80%. This would incorporate elements such as: topic justification, research questions, search strategy, collection of sources, consideration of research design approaches and methods, and discussion of ethics

Assessment 2 Presentation 20% Students will present on their proposed research area

(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**
Proposal	x	x	x	x		80	28

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**
Presentation	x			x		20	8

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%**	**36 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)