

University of the West of Scotland

Module Descriptor

Session: 2022/23

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Title of Module: Research Methods for Students

Code: BUSN10075	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Robert Crammond		

Summary of Module

This module is an introduction which facilitates students' transition to PostGraduate/Master level courses and assists in preparation within the field of social sciences in general and Business Administration in particular. This module lays solid ground for students' future research endeavours.

The assessment in this module is then not just about completing individual tasks, but developing the mindset, acquiring skills and training necessary to perform research in Business Administration. To successfully complete the module, students will need to complete two assignments (one qualitative and one quantitative) where the module participants can demonstrate their prowess in applying their newly acquired research skills.

Upon completing the module they will be able to decide which of the numerous research techniques, as well as data collection methods will be applicable to their future master dissertation research. Since these approaches and designs can vary, students of business should be able to justify their choices and provide ethical considerations. There are different paths to the same outcome, providing clear answers to complex questions.

Module Delivery Method

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. To estimate the applicability of qualitative and quantitative research methods in order to investigate a research problem.
L2. To demonstrate a critical understanding of the positivist and phenomenological approaches to business and management research.:
L3. To develop an appropriate research design, methodology and data collection methods.

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. Developing the mindset, knowledge and understanding of the social science/business and management research paradigm.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Developing research design and identifying appropriate research techniques to carry out the aims and objectives of the research.
Generic Cognitive skills	SCQF Level 10. Estimating relevance, collecting data, analysing, evaluating and problem-solving in relation to the chosen research project.
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 10. Working independently and/or in group on an extensive research project.

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

The module will be taught using a combination of lectures, tutorials, discussion seminars and assigned tasks. Participants are expected to take a proactive approach to the module, in seminars/tutorials particularly aimed at encouraging debate and discussion between students. Focused group discussions, syndicated breakout discussions, either face-to-face and/or online, as well as individual support during tutorials will be strategies aimed at ensuring a quality student experience on the module.

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
	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:

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.

(**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)

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:
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](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisation and People
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Individual assessment: research report on an individually chosen topic, based on either qualitative or quantitative research approach. 70% of the module grade.

Group assessment: presentation of a research topic provided by the Module Coordinator. 30% of the module grade.

(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 1**

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓	✓	70	0

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓		✓	30	0
Combined Total For All Components				100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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.

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.

<http://www.uws.ac.uk/equality/>

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)