

University of the West of Scotland

Module Descriptor

Session: 2025425

Title of Module: Research Theory and Design			
Code: EDUC12002	SCQF Level: 12 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: (European Credit Transfer Scheme) 15
School:	School of Education and Social Sciences		
Module Co-ordinator:	B Cross		
Summary of Module			
<p>This module is the second module in the Professional Doctorate programme. The module provides a sound basis for the creation and interpretation of a theoretical and conceptual approach for professional doctoral level study in a multidisciplinary context. The module will enable doctoral candidates to apply their professional knowledge to confirm the importance of evidence-based practice and to use such practice to engage with theories at the forefront of their discipline. Candidates will have to demonstrate the importance of the link between epistemology, ontology and practice in order to conceptualise, design and implement Doctoral level research. The module also aims to ensure that candidates can apply theoretical frameworks and models of research and enquiry to the professional field, with a view to generating new and significant knowledge and understanding. Work in this module will develop a critical perspective to consider epistemology in relation to relevant professional knowledge and theory. The doctorateness of this module comes from the requirement to critically engage with a range of epistemological frames (not just methodological ones) both in a reflective and reviewing style and in relation to the proposed research. Candidates will also be facilitated to construct and write material to a standard suitable for publication in a journal relevant to their professional practice. As part of the teaching and learning process within this module, the module tutor team will further develop the community of practice approach to discipline specific and interdisciplinary tasks as introduced in the first module – Critical Professional Reflection. Participants will continue to work together to bring their experiences to the community of practice (within a hub community). As before, participants within particular disciplines will form discipline specific communities of practice in order to work on activities specific to their discipline. The communities of practice will help the candidates to develop skills to work effectively within each disciplinary community as well as co-operative and collaborative learning skills.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	Critically examine, develop and synthesis ontological, epistemological and methodological
L2	Critically examine, develop and synthesis ontological, epistemological and methodological issues and concepts that may inform effective professional practice.
L3	Manage, locate, critically review, analyse and synthesise relevant bodies of knowledge/theoretical frameworks and literature relevant to their own area of work, and draw conclusions based on evidence.
L4	Construct and write material to a standard suitable for publication in a high impact journal within their professional field.
L5	Contribute productively to internationally oriented discussions in order to demonstrate a critical understanding of the national and international context of research in their own area of professional practice
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)	<p>SCQF Level 12 Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles. • A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms. • Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.
Practice: Applied Knowledge and Understanding	<p>SCQF Level 12 Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> • In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector. • In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms. • In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry. • In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices. • To practise in the context of new problems and circumstances.
Generic Cognitive skills	<p>SCQF Level 12 Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.</p> <ul style="list-style-type: none"> • Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues. • Develop original and creative responses to problems and issues. • Deal with complex and/or new issues and make informed judgements in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	<p>SCQF Level 12</p>

	<p>Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:</p> <ul style="list-style-type: none"> • Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose. • Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors. • Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work. • Critically evaluate numerical and graphical data 	
Autonomy, Accountability and Working with others	<p>SCQF Level 12</p> <p>Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.</p> <ul style="list-style-type: none"> • Take full responsibility for own work and/or significant responsibility for the work of others. • Take significant responsibility for a range of resources. • Demonstrate leadership and/or originality in tackling and resolving problems and issues. • Practise in ways which are reflective, self-critical and based on research/evidence. • Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices 	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
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	40
Laboratory/Practical Demonstration/Workshop	20
Practice Based Learning	20
Tutorial/Synchronous Support Activity	60
Independent Study	160
Independent Study	
	Hours Total 300
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Cody, W.K. (2006) Philosophical and Theoretical Perspectives for Advanced NursingPractice, 4th edition, World Headquarters, Jones and Bartlett Publishers.</p> <p>Cohen, L., Manion, L. & Morrison, K. (2011) Research Methods In Education,7th Edition, Routledge.</p> <p>Cresswell, J. (2019) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Sage Publications.</p> <p>Crotty, M. (2004) The Foundations of Social Research, Sage.</p> <p>Goertz, G. & Mahoney, J. (2012) A Tale of Two Cultures: Qualitative and Quantitative Research in the Social Sciences, Princeton University Press.</p> <p>Letherby, G., Scott, J. & Williams, M. (2012) Objectivity and Subjectivity in Social Research,Sage Publications.</p> <p>McNiff, J. (2013) Action Research: Principles and practice, 3rd edition, Routledge.</p> <p>Robson, C. (2002) Real world research. Oxford: Blackwell.</p>	

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:

It is expected that doctoral candidates will attend all scheduled sessions or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.7

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	Education
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	CPL Board
Moderator	L McAuliffe

External Examiner	A.Dennis
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – You will produce an article for publication, based on a review of the literature in your area of professional practice and specialised research topic, to a standard fit for peer review. While the article should be of a standard which merits publication, publication of the article is **not** a requirement of the assessment. The article will be 3500 words \pm 10%, not including references. The article must conform to the normal publication structure for a literature review in your professional setting. Normally this will include an informative title, an abstract, background or introduction, a literature review and conclusions.

Summative Assessment 1 is worth **50%** of the total mark for this module.

Assessment 2 You will produce a poster which outlines the research design of a study that you might wish to undertake within your professional setting (**NB:** this does not need to be what you will finally do later in the research phase of the programme). The presentation will consist of a 10 minutes presentation with 5 minute Q&A session.

Summative Assessment 2 is worth **50%** of the total mark for this module.

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
Article				√		50	

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
Poster	√	√	√			50	

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)