



Module Descriptor

Title	Research Theory & Design		
Session	2025/26	Status	
Code	EDUC12002	SCQF Level	SCQF 12
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	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	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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)	SCQF 12 Demonstrate and/or work with: <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.

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

	<ul style="list-style-type: none"> • 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 12</p> <p>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 12</p> <p>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 12</p> <p>Use a wide range of routine skills and a significant range of Page 26 of 42 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 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.

	<ul style="list-style-type: none"> • 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
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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.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	40
Laboratory / Practical Demonstration / Workshop	40
Tutorial / Synchronous Support Activity	60
Please select	100
Please select	60
Please select	
TOTAL	30

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Fulton J and Costley C (2019) Methodologies for Practice Research, approaches for Professional Doctorates, London: Palgrave Macmillan</p>
<p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p>

Candidates will participate in a range of activities which will include accessing the Virtual Learning Environment (VLE) Aula site, participating in discussions and other community of practice activities in consultation with colleagues on the programme. Candidates will access wider reading, and will have access to the module team, and involvement in workshops at Face-to-Face weekends and evening drop in sessions.

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](#).

(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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	CPD
Moderator	S Day
External Examiner	A Dennis
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

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.

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.

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
Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	50	

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, ee updated	Mar 25	B Cross