

University of the West of Scotland

Module Descriptor

Session: 202324

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)	SCQF Level Choose an item. Click or tap here to enter text.	
Practice: Applied Knowledge and Understanding	SCQF Level Choose an item. Click or tap here to enter text.	
Generic Cognitive skills	SCQF Level Choose an item. Click or tap here to enter text.	
Communication, ICT and Numeracy Skills	SCQF Level Choose an item. Click or tap here to enter text.	
Autonomy, Accountability and Working with others	SCQF Level Choose an item. Click or tap here to enter text.	
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)
Choose an item.	
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total
**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>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p> <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.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</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> <p>Free Text – to add detail</p>	
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
Moderator	TBA
External Examiner	TBA
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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 – Free Text

Assessment 2 – Free Text

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

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

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%	XX 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)