

University of the West of Scotland

Module Descriptor Template

Session: 2024/25

Title of Module: Research Skills			
Code: GCAA10001	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	Education and Social Sciences		
Module Co-ordinator:	S Day		
Summary of Module			
<p>This module will provide students with core skills required to design and conduct research. Taught areas will include introduction to research methods, qualitative and quantitative research, research ethics, and commonly used research tools, including literature evaluation, research planning, research governance and academic writing. Students will also develop skills in effective communication of research through presentations.</p> <p>The mode of delivery of this module will be a mixture of Lectures and Learning Community Meetings (LCM). In the Lectures, delivered by the leading lecturer, students will be introduced to Research Methods in preparation for their postgraduate programme. The Learning Community Meetings (facilitated by the lecturer) will provide students the opportunity to engage in peer-to-peer and lecturer-to-student feedback.</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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" 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	Demonstrate critical insight into key features of research design and ethical research practice (KU)
L2	Apply a range of advanced research methods and techniques in the context of individual academic inquiry (Applied)
L3	Apply advanced skills of evaluation, synthesis and criticality to a relevant area of academic scholarship (Cognitive)
L4	Demonstrate fluent presentation skills and an appreciation of audience when presenting academic work (Communication)
L5	Demonstrate autonomy and professionalism when undertaking self-directed academic practice (Autonomy etc)
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 reliable research strategies in relation to: establishing an appropriate theoretical underpinning; undertaking ethical research; collecting, using and

	interpreting data to answer a stated research question/support an argument	
Practice: Applied Knowledge and Understanding	SCQF Level 10 Developing knowledge in relation to engaging with data collection, data analysis, designing and applying research design strategies, undertaking critique, problem solving.	
Generic Cognitive skills	SCQF Level 10 Developing strategies for research, critiquing one's own and others' work, reflective practice, building arguments from others' work; designing a comprehensive and joined-up blueprint for research activities.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Use of appropriate computer software for written and oral presentation. Discussion of appropriate use of ICT in support of research objectives (e.g. data collection and analysis).	
Autonomy, Accountability and Working with others	SCQF Level 10 Working effectively as part of a team Taking responsibility for individual actions within a team	
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

The current position is that 10 hours per credit point is the accepted working norm – thus for a 20 point module, 200 notional student effort hours would be expected. For a standard face-to-face delivery over a term, this should equate to a maximum of 36 scheduled contact hours.

Note that the categorisation of the learning activities has been removed i.e. Scheduled, Placement and Independent will no longer appear beside the activities.

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)
Independent Study	164
Lecture/Core Content Delivery	18
Tutorial/Synchronous Support Activity	18
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Wisker, Gina. (2008). The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD. Basingstoke, Palgrave McMillan.

Grix, Jonathan. (2018). The Foundations of Research. Basingstoke, Palgrave McMillan.

Wallace, Mike and Wray, Allison (2021). Critical Reading and Writing for Postgraduates. Sage Publications.

Dawson, Catherine. (2019). Introduction to Research Methods. London, Robinson.

Subject specific areas - Business, Education, Health and Health Services

Saunders, Mark and Lewis, Philip. (2017). Doing Research in Business and Management: an essential guide to planning your project, 2nd edition. Pearson.

Palaiologou, Ioanna, Needham, David and Male, Trevor (2015) Doing Research in Education: Theory and Practice. Sage Publications.

Bell, Judith, Waters, Stephen (2018) Doing your Research Project: A Guide for First-Time Researchers. Amacom.

Bowling, Ann (2014). Research Methods in Health: Investigating Health and Health Services. 4th edition. Open University Press.

(**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 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 VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

For the purposes of this module, academic engagement equates to the following:

- Students are expected to attend all scheduled classes and engage fully with classwork and homework.

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	Languages
Moderator	TBA
External Examiner	Format: First initial + Surname. No titles. Please only enter if examiner has been approved for this module.
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>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.</p>
Oral Presentation 30%
Research proposal and lit review (70%) - 3000 words
<p>(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.)</p>

Assessment Outcome Grids (Footnote A.)

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
Oral Presentation				x	x	30	0
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

Research proposal and lit review	x	x	x		x	70	0
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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)