

Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	RES701
Module Title	Engagement, Influence and Impact
Level	7
Credit value	20
Faculty	FSLS/FACE, Research Office
HECoS Code	100962
Cost Code	GDBG
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
PG Cert in The Confident Researcher	Core

Breakdown of module hours

Learning and teaching hours	10 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	4 hrs
Project supervision hours	4 hrs
Active learning and teaching hours total	18 hrs
Placement hours	0 hrs
Guided independent study hours	182 hrs
Module duration (Total hours)	200 hrs

Module aims

The Concordat for Research summarises engagement, influence and impact as 'Researchers increasing their impact by developing their professional research competencies and reputation through activities such as teaching, publishing, conference presentations/organisation, grant proposal writing, networking, managing budgets, knowledge exchange and secondments.' This module seeks to provide students with the foundations to begin this journey through enabling and supporting the development of their understanding of the potential impact their research project has beyond their PGR studies and beyond WU. They will also have the opportunity to present their research to a non-specialist audience and to answer questions posted by the audience.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Communicate/present their research through different medias effectively e.g. through ResearchGate.
2	Develop a critical understanding of the peer review process and how to write for publication at this level.
3	Develop competent conference presentation skills presenting complex information and concepts to a non-specialist audience.
4	Evaluate how their research can impact their research area through publication, presentations, and social media.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: The attendance at research development training will be required at a minimum of four sessions that are scheduled and noted as relevant to this module.

Assessment 2: The presentation will be at an Open House for Research or a conference. Any supporting PowerPoint and or handout produced to support the presentation will be uploaded to the VLE. Students are required to notify the module leader in advance of where and when their presentation will take place so it can be assessed. Students will be required to respond to questions on their presentation.

Assessment 3: The portfolio will evidence engagement with research impact, for example through ResearchGate and/or LinkedIn, development of an impact strategy for their research.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Attendance		Pass/Fail	
2	1,2,3	Presentation		40%	
3	4	Portfolio	2,000 words	60%	

Derogations

None

Learning and Teaching Strategies

Students will need to attend a minimum of four training sessions relevant to this module of between 1 to 6 hours depending on the training selected. The students' regular supervisory

sessions will support the writing of their portfolio. Students will be given the opportunity to present at Open House for Research and/or the PGR celebration seminar.

Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

Indicative Syllabus Outline

Engagement influence and impact is one of the key areas of the Research Development framework. The training sessions that the students will attend to complete this module will relate to:

- The development of their skills to develop the impact and reach of their research;
- Develop their presentation skills;
- Develop their leadership skills.

All these areas support the development of a confident and competent researcher.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Holland, R.A., and Forrest, B.K. (2017), *Good Arguments: Making your case in writing and public speaking*. Baker Academic.

Other indicative reading

Dolan, R. (2017), *Effective presentation skills*. Oxford: OUP.

Salmons, J. and Kara, H. (2019), *Research: Create and use a publication strategy*. Routledge.

Other reading will be suggested that is relevant to the training sessions attended.

Other reading as suggested by the supervisory team in line with the student's area of research.

Administrative Information

For office use only	
Initial approval date	Oct 2019
With effect from date	Oct 2019
Date and details of revision	Revalidated in Nov 2024 Update of module code from EDS742 to RES701 for Sept 2025 entry
Version number	2