

## Module specification

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|              |  |
|--------------|--|
| Module Code  | CONL701                                  |
| Module Title | Critical Research for Postgraduate Study |
| Level        | 7  |
| Credit value | 15                                       |
| Faculty      | FACE                                     |
| HECoS Code   | 101088                                   |
| Cost Code    | GACP                                     |

### Programmes in which module to be offered.

| Programme title                                   | Is the module core or option for this programme |
|---|---|
| MSc Computer Science (online)                     | Core  |
| MSc Computer Science with Artificial Intelligence | Core  |
| MSc Computer Science with Big Data Analytics      | Core  |
| MSc Computer Science with Cyber Security          | Core  |
| MSc Computer Science with Software Engineering    | Core  |
| MSc Computer Science with UX                      | Core  |

### Pre-requisites

None

### Breakdown of module hours

|  |                |
|--|----------------|
| Learning and teaching hours  | 15 hrs         |
| Placement tutor support  | 0 hrs          |
| Supervised learning e.g. practical classes, workshops                | 0 hrs          |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs          |
| <b>Total active learning and teaching hours</b>                      | <b>15 hrs</b>  |
| Placement / work based learning                                      | 0 hrs          |
| Guided independent study   | 135 hrs        |
| <b>Module duration (total hours)</b>                                 | <b>150 hrs</b> |

|                              |                                   |
|------------------------------|-----------------------------------|
| <b>For office use only</b>   |                                   |
| Initial approval date        | 04/09/2019                        |
| With effect from date        | 01/01/2020                        |
| Date and details of revision | 27/06/2024 Programme revalidation |
| Version number               | 2                                 |

## Module aims

This module aims to equip students with a comprehensive understanding of key research skills required to be a postgraduate student and researcher. The primary focus of the module is to provide students with key insights surrounding how to navigate research and present their work academically. The module will provide content surrounding different types of research and guide students how to be more critical in their thinking, reading and writing. The module provides skills that are fundamental to any research-based module and delivers a grounding in preparation for future modules. At the end of this module, students will be well equipped to deal with academic writing and research activities.

## Module Learning Outcomes - at the end of this module, students will be able to:

|   |  |
|---|--|
| 1 | Demonstrate advanced literature search skills and manage diverse information sources systematically.                     |
| 2 | Present logical and critically constructed arguments that demonstrate a deep understanding of the subject matter.        |
| 3 | Critically analyse and examine a broad range of research materials and methodologies.                                    |
| 4 | Develop and demonstrate practical skills in examining research topics and producing high-quality academic writing.       |
| 5 | Critically assess personal performance and actively develop transferable skills necessary for professional environments. |

## Assessment

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.

### Indicative Assessment Tasks:

The assessment will include two summative submissions. Both assessments will be based on a selected research area that students will pick from a list. Once a research area is selected the assessment requires students to research the field and produce both a written report (approx. 1800 words) and a visual presentation (approx. 10 – 15 minutes) showcasing the research and findings from their projects.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1                 | 1, 2, 3, 4                  | Written Assignment | 60%           |
| 2                 | 1, 2, 3, 5                  | Presentation       | 40%           |

## Derogations

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None

## Learning and Teaching Strategies

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The overall learning and teaching strategy is one of guided independent study requiring ongoing student engagement. Online material will provide the foundation of the learning resources, requiring the students to log in and engage regularly throughout the eight weeks of the module. There will be a mix of suggested readings, discussions and video content containing embedded digital content and self-checks for students to complete as they work through the material and undertake the assessment tasks. The use of a range of digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate learning styles. There is access to a helpline for additional support and chat facilities through Canvas for messaging and responding.

## Indicative Syllabus Outline

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- Introduction to Research
- Credible Sources of Literature
- Qualitative and Quantitative Research
- Critical Thinking
- Presentation Skills
- Literature reviews and Methodologies and Academic Standards
- Identifying a Research Area

## Indicative Bibliography:

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Please note the essential reads and other indicative reading are subject to annual review and update. Please *ensure the correct referencing format is being followed as per the University [IEEE Referencing Guidance](#)*.

### Essential Reads

M. Wallace, *Critical Reading and Writing for Postgraduates*, 4th ed. London: SAGE Publications Ltd, 2021.

### Other indicative reading

S. Potter, *Doing Postgraduate Research*, 2nd ed. London: SAGE Publications Ltd, 2006.

P. Thomson, *Refining Your Academic Writing: Strategies for Reading, Revising and Rewriting (Insider Guides to Success in Academia)*, 1st ed. London: Routledge, 2022.