

## Liverpool John Moores University

Title: Research Skills  
Status: Definitive  
Code: **7057MAR** (120371)  
Version Start Date: 01-08-2016

Owning School/Faculty: Maritime and Mechanical Engineering  
Teaching School/Faculty: Maritime and Mechanical Engineering

Team	Leader
Charles Roberts	Y
Barbara Kelly	
Pauline Floode	

**Academic Level:** FHEQ7      **Credit Value:** 10      **Total Delivered Hours:** 18  
**Total Learning Hours:** 100      **Private Study:** 82

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Lecture	12
Tutorial	6

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	AS1	Written coursework	100	

### Aims

*To provide students with the basic research techniques and academic writing skills to equip them for effective study at Masters level.*

### Learning Outcomes

After completing the module the student should be able to:

- 1 Provide general training in research methods, with particular reference to the Maritime and Logistics sectors
- 2 Understand and critically evaluate research findings and data
- 3 Critically analyse a piece of published academic literature and undertake a literature review
- 4 Write and reference in an appropriate academic style for Masters level work

### **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Written coursework	1	2	3	4
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### **Outline Syllabus**

*Study skills review*

*Literature search methods*

*Research methodologies including statistical techniques*

*Time management*

*Speaking and writing for the technical professions*

*Critical analysis*

*Harvard Referencing*

*Plagiarism*

### **Learning Activities**

A programme of lectures supported by tutorials

### **Notes**

Delivered in block form at the start of the programme, this module inducts students in effective literature searching and academic writing appropriate to Masters level. It ensures that students are conversant with Harvard Referencing standards and that they can use it in such a way that avoids any implications of plagiarism in subsequent assessments.