

Cardiff Metropolitan University

Cardiff School of Management

Programme Document

Postgraduate Certificate

in

Applied Social Research

September 2014

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SECTION 1

INTRODUCTION

PROGRAMME RATIONALE

Poor completion rates in the social sciences led the ESRC some ten years ago to review what it might do to achieve better results. It decided that a major cause of late/non-completion was the poor state of formal training for doctoral work at many UK universities. It opted, therefore, to adopt a system that is something of hybrid between the traditional UK system and the US practice of commencing doctoral studies with formal courses in both research practice/methods and in specific disciplinary areas.

The result has been the firm establishment of the “1+3” model – a year-long research training Masters followed by a more traditional three-year period of doctoral study. The ESRC now funds four-year scholarships to undertake these programmes and will not give a +3 element to anyone who has not completed a research training Masters.

The requirements with regard to the content of these Masters programmes are onerous – attempting in many senses to create a very well-rounded individual by the time they gain their PhD.

As might be predicted, such research training Masters are rapidly becoming the sector norm as, without them, institutions cannot accept 1+3 students on ESRC scholarships. Examples can be found at Cardiff, UWE, Hull, Aberystwyth across a wide range of disciplines.

As might be expected, this ESRC requirement has invoked a more generalised response. For instance, UWE requires all doctoral students to undertake 60 credits of research training at Masters level within their first year if full-time students or within their first two years if part-time students.

Students now expect a good measure of research training and CSM's students have expressed a demand for appropriate research training, particularly international students who are often unfamiliar with Western traditions of social and economic research.

These moves make sense - in the social sciences the experience of students is all too often one of isolation and anomie. Unlike natural scientists or technologists, our students don't tend to work in project groups. Contact with their supervisors is unlikely to be as regular as other disciplines. As such, they cannot benefit from 'peer learning' in the way that students in other disciplines do. They are expected to conduct fieldwork on their own, as opposed to working with others in a laboratory. A number of their needs cannot be met by generic training courses aimed at a cross-university audience.

Our aims in developing this certificate are to:

1. Produce a small, bespoke suite of training modules designed to meet the needs and legitimate expectations of our students.
2. Make these modules available to our own staff seeking to become research active as well as to students.
3. Gradually bring the provision we offer into line with the national norm for our discipline group.

The programme offers three 20-credit modules: The Practice of Research (the 'nuts and bolts of being a researcher'); Social Research Meanings and Perspectives (using theory constructively); Applied Social Research Methodology (collecting and analysing data).

The Practice of Research module will run in Term 1, the Social Research Meanings and Perspectives module will run in Term 2, and the Applied Social Research Methodology module will run in Term 3. Throughout, the certificate will be complemented by other Research Skills training offered across Cardiff Metropolitan University, e.g. sessions provided during Skills Week.

To ensure maximum congruence with students' needs, the assessments for each module are carefully structured to complement and supplement ongoing doctoral work. For instance, the main assignment in The Practice of Research module is the production of a well-formulated ethics application and a conceptual framework both of which will make a major contribution to shaping the overall project – precisely what students should be doing at the commencement of their studies. Overall, the expectation is that the certificate would act to formalise the first phase of a research degree project, helping students to get on their feet and get going in your chosen area.

All successful students will be awarded a Postgraduate Certificate in Applied Social Research.

We do not make any additional charge for research degree students for this programme – it is part of our commitment to providing excellent doctoral education and staff training within Cardiff School of Management. Any external students wishing to obtain such a qualification without undertaking a doctorate would of course be fee paying for the programme.

PROGRAMME MANAGEMENT AND ROLES

Programme Director

In line with University policy the programme is managed by a Programme Director. The Programme Director is involved with management decisions relating to the programme as well as admissions, counselling students, and responding to student feedback as well as dealing with day to day student problems.

Module Leader

Each module is led by a module leader who coordinates the team of staff contributing to the module and is responsible for the module assessment and documentation. The module leader should be the first person contacted by a student with a query or who is experiencing difficulties with any aspect of the module.

External Examiner

External examiners are appointed in accordance with procedures outlined in the Cardiff Metropolitan University Academic Handbook. The current External Examiner is Professor Phil Megicks of Plymouth University.

SECTION 2

PROGRAMME SPECIFICATION

CARDIFF METROPOLITAN UNIVERSITY

PROGRAMME SPECIFICATION

1.	
Awarding Institution/Body	Cardiff Metropolitan University
Teaching Institution	Cardiff Metropolitan University
Dean of School	Professor David Brooksbank
Programme Accredited By	Cardiff Metropolitan University
Final Award (including any named exit awards)	Postgraduate Certificate in Applied Social Research There are no intermediate awards and students not completing all three modules receive a transcript showing their achievement on the programme.
Programme Title	Applied Social Research
Programme Director	Professor Eleri Jones, Associate Dean (Research)
Mode of Study	Full-time, Part-time
Normal Duration of Programme	One year full-time, up to two years part-time
Period of Candidature	One year full-time, up to two years part-time
Language of Study	English
UCAS Code (or other coding system if relevant)	Not applicable
Relevant QAA Subject Benchmarking Group(s)	Not applicable
Date of Production/Revision	September 2014

2. Criteria for admission to the programme.

All prospective students must satisfy Cardiff Metropolitan University's admission requirements for students on Masters courses as set out in the Academic Handbook and therefore should hold an undergraduate degree normally of classification 2.2 or above OR have significant relevant experience. Students whose first language is not English will need to provide evidence of fluency to at least an IELTS 6.0 standard.

Although the programme is aimed at students who have already enrolled on, or intend to enrol on, a research degree programme it is not a requirement for students on this programme to have enrolled on a research degree programme.

3. Aims of the programme.

The aims of the programme are to:

- (i) Add value to first degrees and/or Masters degrees through developing an integrated and critical understanding of applied social research;
- (ii) Provide advanced study of and practical experience in the design, commission and evaluation of applied social research;
- (iii) Develop the existing knowledge and skills of students to enable them to become effective social science researchers;
- (iv) Provide a broad-based appreciation of epistemological issues;
- (v) Examine an extensive range of research methods, primary and secondary, qualitative and quantitative;

4. Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes.

Subject benchmarks not applicable
QAA quality code at level 7

5. Programme outcomes (include reference to graduate attributes where appropriate).

i) Knowledge and understanding:

A Knowledge and Understanding:

A1	Critically understand the main concepts, issues, models, theories and methodologies that underpin social research.
A2	Critically apply theory to the advancement of management practice.
A3	Be critically aware of the role of applied social research in the evolution of management practice.

ii) Skills and other attributes:

B Cognitive Skills:

B1	Critically analyse information and evidence relating to complex issues systematically and innovatively with appropriate reference to underpinning theory.
B2	Reflect on his/her learning experience.
B3	Apply the skills commensurate with academic study and enquiry at Masters level and prepare a student for study at Doctoral level.
B4	Analyse and critically evaluate primary and secondary information collected from research activities.
B5	Utilize problem-solving and decision-making skills.
B6	Implement agreed solutions effectively and efficiently.
B7	Act independently in planning and managing of learning with limited guidance.

C Practical/Professional Skills:

C1	Conduct applied social research into business and management issues and present findings both orally and in writing using a range of media.
C2	Conduct research within the parameters of ethical guidelines and commercial and other sensitivities.
C3	Demonstrate numeracy and quantitative skills.
C4	Use interpersonal skills, including listening, persuading or influencing others.
C5	Communicate effectively and appropriately with other professionals and to the public.
C6	Articulate conclusions and recommendations based on evidence and which are subject to a well-developed critical appraisal and imaginative judgment.

D Transferable Skills

D1	Structure and communicate ideas both orally and in writing taking appropriate account of audience.
D2	Research and present findings using appropriate technology.
D3	Analyse principles and theoretical perspectives to synthesise a methodological approach suitable to the situation or task.
D4	Communicate effectively with a wide variety of people using a variety of means demonstrating appropriate cultural sensitivity.
D5	Manage time and work to deadlines prioritizing workloads individually and in a team.
D6	Be an autonomous learner and user of resources for learning.
D7	Use creative and imaginative thinking in both problem-solving and decision-making activities.

A table showing how each of the modules in the programme contributes to the achievement of the overall programme learning outcomes is summarized below:

	PROGRAMME OUTCOMES	PRACTICE OF RESEARCH	SOCIAL RESEARCH MEANINGS AND PERSPECTIVES	APPLIED SOCIAL RESEARCH METHODOLOGY
Knowledge and Understanding	A1	X	X	X
	A2	X	X	
	A3	X	X	
Cognitive Skills	B1	X		X
	B2	X	X	X
	B3	X	X	X
	B4			X
	B5	X	X	X
	B6			✓
	B7	X	X	X
Practical and Professional Skills	C1	X		X
	C2	X		X
	C3			X
	C4	X	X	X
	C5	X		X
	C6	X		X
Transferable Skills	D1	X	X	X
	D2	X	X	X
	D3	X	X	X
	D4	X	X	
	D5	X	X	X
	D6	X	X	X
	D7	X	X	X

6. Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated.

B. Teaching, Learning and Assessment

Students entering this programme are experienced learners as evidenced by their entry qualifications (First degree or equivalent and/or Masters degree or equivalent). The course team believes therefore that the most effective way to enable such students to acquire the intended programme learning outcomes base is through a combination of learning and teaching methods which will seek to blend lectures with experiential and active learning.

The programme will enable students to develop concepts and theories relating to applied social research, stimulate critical thinking and transform management problems into opportunities from a multidisciplinary perspective. The pedagogic approach combines lectures, seminars, workshops and independent study. The overall philosophy of the programme is based on student-centred learning which will provide

students with the optimal opportunity to utilize and extend their experience within a participative learning environment.

Teaching Strategies

Delivery of the curricular material is through a blend of lectures, seminars and workshops.

Lectures

Lectures contribute to the teaching strategies for the programme. They are an effective way of delivering core material and establishing a framework for a module against which other material can be set. Students are made aware of the content of each module through the module handbook which identified a list of, and schedule for, the topics to be covered as well as providing sources of additional material (required and recommended reading). Members of staff aim to present lecture material in as effective and stimulating a manner as possible. Thus, use is made of presentation software, e.g. Microsoft PowerPoint, and all lecture rooms on the Llandaff campus are suitably-equipped with appropriate data projection equipment. Lecturers make their slides/notes and other resources available on the institutions virtual learning environment (currently Blackboard soon to be MOODLE) which students can download as they require. Visiting lecturers are invited to participate in the teaching programme where appropriate and when available.

Seminars

Seminars involve student(s) in presenting previously-prepared work to peers and a lecturer. This strategy is used to extend specific theoretical or practical concepts as well as incorporating problem-solving approaches into the programme. Seminars are used to provide students with valuable experience in presentational skills as well as providing staff with a method of assessing student-centred learning.

Workshops

Practical workshops are used to hone skills in a supportive environment where students can get feedback from a member of academic staff. Practical workshops represent a valuable bridge between theory and practice.

Learning Strategies

Students are expected to take responsibility for their own learning on the programme.

The programme structure and the teaching strategies are designed to encourage students' development through the adoption of a student-centred approach.

Assessment Strategies

Students will be assessed in each module. Assessments relate directly to learning outcomes and are selected on the basis of the way that they can complement the students' research degree. Each assessment usually covers a range of learning outcomes as identified on the module descriptor.

In designing and deciding upon an assessment format for a module the following factors have been considered:

- The module learning outcomes and their level, with particular emphasis on the student's ability to analyse, synthesize, evaluate and communicate information derived from:
 - ◊ module content;

- ◇ the literature through the implementation of systematic information-seeking strategies.
- ◇ learned knowledge from other areas/qualifications;
- ◇ experience;
- Opportunities to apply skills to specific industry/business problems.
- Problem-solving skills developed systematically employing test approaches to resolving these problems.
- Assessment performance criteria, as communicated to the student in the assessment briefs.
- The validity and reliability of the assessment methods, which are monitored by module leaders and programme teams.
- Time constraints (for students and staff) and the need to ensure consistency.
- The use of a range of strategies through which a student can demonstrate what he or she knows, understands or can do.
- The need for assessment to allow for review and reflection by the student.

Assessments take the form of article critique and an essay (Social Research Meanings and Perspectives), a presentation and a research proposal (Applied Social Research Methodology) and an ethics application and conceptual framework (The Practice of Research).

7. Programme structures and requirements, levels, curriculum units (modules), credits and awards. Also make reference to any features that make the programme distinctive. (Please include a table or chart to demonstrate the programme structure).

This course is specifically designed for students who are embarking on, or have embarked on, a research degree in business and management and related areas. However, it is also likely to be of value for students in the areas of education research, psychology. The course is available on a full-time or part-time basis and will:

1. increase students' ability to conduct social science research;
2. help students to critically approach the findings of others;
3. prepare students for further research degree study (MPhil or PhD).

The programme consists of three 20-credit modules that introduce the broad field of social science research to develop skills and knowledge which can be applied in a range of contexts.

Programme structure, modules and credits:

Three modules each at Masters level (Level 7 as defined in the QAA quality code):

ASR7001: The Practice of Research (20 credits);

ASR7002: Social Research Meanings and Perspectives(20 credits);

ASR7003: Applied Social Research Methodology (20 credits).

Programme requirements:

To receive the award of Postgraduate Certificate in Applied Social Research a candidate must have passed all three modules.

The programme is distinctive because of the participative way it builds on a student's prior experience and draws in the experiences of students, research-active members of staff and the supervisory teams who support the individual students.

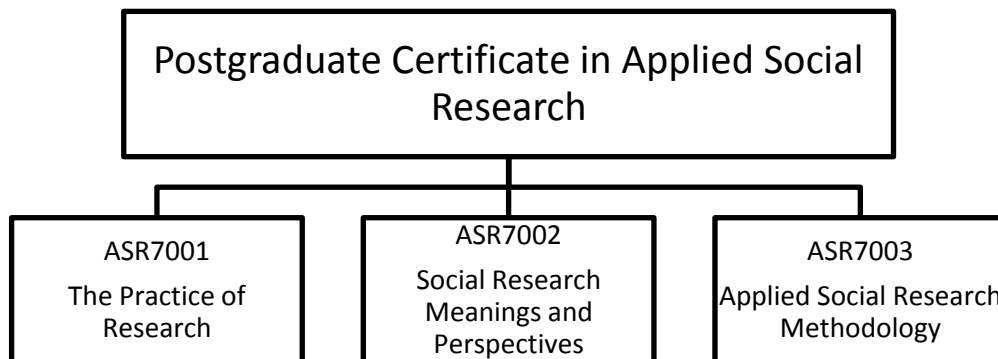
Timetable

The modules are normally scheduled as follows:

Module	Teaching Period
ASR7001 Research Practice	Term 1
ASR7002 Social Research Meanings and Perspectives	Term 2
ASR7003 Applied Social Research Methodology	Term 3

The modules start times are designed to coincide with the University's 3 PhD enrolment points *(September, January and April/May), and can be taken in any order.

Programme Structure Diagram:



8. Support for students and their learning

A range of support is provided during and prior to the programme through:

- Programme Director;
- Module Leaders;
- Supervisory teams (comprising Director of Studies and second supervisor) for the research degree being undertaken in parallel
- An induction programme;
- Student handbook and module guides;
- Library and study skills packages;
- Library and learning resource centres;
- Specialized computing facilities;
- Student e-mail;
- Internet access;
- Intranet availability of programme and support notes via Cardiff Metropolitan University's Virtual Learning Environment – Blackboard (soon to be changed to MOODLE).

9. Work-based learning (to include information about the location of work-based learning and the learning activities that must be undertaken to enable the outcomes to be achieved and demonstrated).

Not applicable to this programme.

10. Methods for evaluating and improving the quality and standards of teaching and learning (to include, for example, stakeholder feedback from students, graduates and employers).

- module evaluations (formal and informal feedback from lecturers and students).
- EAP/APR.
- Ongoing staff performance review.
- External examiner comments and reports.
- Examining Board through its consideration of marks and awards.
- Regular programme team meetings.
- Feedback from the Staff-Student Liaison Committee.
Staff development priorities in Cardiff School of Management aim to improve quality and standards and include:
 - Acquisition of higher degrees (taught and research);
 - Professional updating;
 - Commitment to membership of the Higher Education Academy and other relevant professional bodies and subject associations;
 - Liaison with industry;
 - Undertaking applied research.

11. Assessment regulations. (All programmes must indicate compliance with the University's Assessment Regulations. In addition, any programme-specific assessment regulations, including those arising from PSRB requirements, must be listed here. Please specify the number of re-assessment attempts allowed [1 or 2] and list any modules which cannot be compensated).

The programme complies with Cardiff Metropolitan University's regulations for modular Masters degrees. There are no programme-specific regulations – two reassessment attempts are allowed.

The assessment regulations conform to Cardiff Metropolitan University's regulations for post graduate certificate element of taught modular Masters programmes as outlined in Cardiff Metropolitan University's Academic Handbook.

All three modules must be passed.

All assignments will be submitted through Turnitin software which is designed to help in the detection of plagiarism. Any suspected unfair practice will be reported in line with Cardiff Metropolitan University's procedures.

Training on the purpose and use of Turnitin will be given to all students.

Useful Academic Handbook Links:

[4.1 Assessment Regulations](#)

[4.17 School Assessment Guidelines – Core Content](#)

[8.11 Policy on the use of Plagiarism Detection Software](#)

[Academic Handbook Volume 1 Section 4 Assessment of Students](#)

[Academic Handbook Volume 1 Section 8 Unfair Practice](#)

12. Indicators of quality and standards

- External examiner reports;
- Successful operation of all Cardiff Metropolitan University's quality procedures.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that students are expected to achieve and demonstrate in order to gain an award. More detailed information on the learning outcomes, content and teaching and learning and assessment methods of each module can be found in module handbooks. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

SECTION 3

THE MODULES

Module Title		Module Number	JACS Subject Code(s) and % of each subject	ASC Category(ies)	
The Practice of Research		ASR7001	X210	7	
Level (3 to 8)	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
7	20	10	2.0	0	Taught
Teaching Period			Pre-requisites		
Term 1			None		
Module Leader		School(s)		Campus	
Professor Eleri Jones		Cardiff School of Management		Llandaff Campus	
Assessment Methods					
Assessment Type	Duration/Length of Assessment Type		Weighting of Assessment	Approximate Date of Submission	
Ethics application on Cardiff Met Ethics Application proforma (LOs 1, 2, 3, 4 and 5)	Approx 5000 words		70%	Term 1 Week 12	
Conceptual framework (LOs 3, 5 and 6)	Poster 1000 words equivalent		30%	Term 1 Week 12	
Aim(s)					
<p>This module will facilitate students in the acquisition of skills relating to the conception, design, undertaking, management and execution of post graduate research projects. It is suitable for students embarking on/in the early stages of doctoral work and also those who wish to learn about research practice in universities or other environments than the academy with a view to becoming researchers outside of academic contexts.</p> <p>The module focuses on the development of the professional skills necessary for undertaking research as a doctoral student, as researchers outside the academy or managing research projects in a variety of organisational contexts.</p> <p>An important aspect of the module is the development of a professional understanding of the importance of the research/scholarship/student learning nexus in the context of the wider socio-economic role of universities.</p>					

Learning Outcomes	
At the end of this module you should be able to:	
LO1	Be a researcher with a capacity for reflexive practice.
LO2	Understand the nature, role and functioning of research both within and outside the academy and with regard to its relationship to teaching and scholarship.
LO3	Conceive and design a small-scale research project appropriate to research degree awards at Level 7 (MPhil) and Level 8 (PhD).
LO4	Understand issues around the funding and management of research.
LO5	Consider ethical matters appropriately and handle intellectual property rights and other legal consideration.
LO6	Effectively disseminate your work through a variety of media.
Learning and Teaching Delivery Methods	
Workshops (12 x 3 hours)	36 hours
Student-centred learning	164 hours
Total	200 hours
Indicative Content	
<p>Seminars</p> <p>An introduction the nature of research, knowledge and theory building. Contextualising research activities in sites of knowledge creation. The relationship between research, teaching and scholarship.</p> <p>Managing research: money, time and personal organisation. Intellectual property rights and other legal issues – a practical but intellectual perspective. Disseminating knowledge – writing and speaking to good effect</p> <p>Workshops:</p> <p>Research proposals: a series of practical sessions on conceiving and designing well theorised and empirically robust research proposals. Ethics in research – a social science perspective. Introduction to bibliographic databases - a ‘hands-on’ session introducing students to commercially-available packages. Media training - a practical session on tele-visual media.</p>	

Recommended Reading & Required Reading

Required Reading:

- Boden R, Epstein D and Kenway J (2005), *Academic's Support Kit* (six books), Sage.

Recommended Reading:

- Bullock A (Editor) (2000), *The New Fontana Dictionary of Modern Thought* (3rd edition), Fontana Press.
- Turner B. (Editor) (2008), *The New Blackwell Companion to Social Theory*, Blackwell.

Access to Specialist Requirements

Library and learning resources, especially access to electronic abstracting databases.

Module Title		Module Number	JACS Subject Code(s) and % of each subject	ASC Category(ies)	
Social Research Meanings & Perspectives		ASR7002	X210	7	
Level (3 to 8)	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
7	20	10	2.0	0	Taught
Teaching Period			Pre-requisites		
Term 2			None		
Module Leader		School(s)		Campus	
Professor David Botterill		Cardiff School of Management		Llandaff Campus	
Assessment Methods					
Assessment Type	Duration/Length of Assessment Type		Weighting of Assessment	Approximate Date of Submission	
Article Critique (LO 1, 2, 3 and 5)	2000 words		35%	Term 2 Week 8	
Essay (LO1-6)	4000 words		65%	Term 2 Week 12.	
Aim(s)					
<p>This module provides an introduction to the major epistemological stances and perspectives that underpin and shape current social research. It is intended to provide and emphasise the links between theory and methodology. It is designed primarily for those students who will be or who are currently undertaking doctoral work although it is of equal value to those who wish to learn about research philosophies and approaches. The philosophical origins of the major schools of social science inquiry (positivism, constructionism, interpretivism, critical inquiry, feminism and postmodernism) are outlined and the ways in which various disciplines contribute to the practice of social research are explored.</p> <p>The module aims to help you develop theoretically-informed research to investigate society and culture. One of the important aims of the module is to help you understand the importance of the synergistic relationship between the philosophy of social science, social theory and the actual practice of social and cultural research.</p>					

Learning Outcomes	
At the end of this module students should be able to:	
LO1	Act as reflexive researchers.
LO2	Understand the importance and relevance of theoretically-informed research practice.
LO3	Appreciate the relationship between epistemology, theoretical perspective, methodology and methods.
LO4	Evidence an understanding of the origin and evolution of the major epistemological stances and perspectives that underpin and shape current social research.
LO5	Engage in critical thinking when evaluating research articles and studies.
LO6	Demonstrate an ability to consider epistemology and theory when formulating research.
Learning and Teaching Delivery Methods	
Workshops (12 x 3 hours)	36 hours
Student-centred learning	164 hours
Total	200 hours
Indicative Content	
<p>Ways of Knowing - ontology and the research process.</p> <p>Epistemological Stances - positivism and post-positivism; constructionism and realism; interpretivism; critical inquiry; feminism; postmodernism.</p> <p>Linking Theory, Method and Practice - knowledge and theory building.</p>	
Recommended Reading & Required Reading	
<p>Required Reading:</p> <ul style="list-style-type: none"> • Crotty M (1998), <i>The Foundations of Social Research</i>, Sage. • Seale C (Editor) (2012), <i>Researching Society and Culture (3rd edition)</i>, Sage. <p>Recommended Reading:</p> <ul style="list-style-type: none"> • Denzin NK and Lincoln YS (Editors) (2011), <i>The Sage Handbook of Qualitative Research (4th edition)</i>, Sage. • Turner B. (Editor) (2000), <i>The Blackwell Companion to Social Theory (2nd edition)</i>, Blackwell. 	
Access to Specialist Requirements	
Library and learning resources	

Module Title		Module Number	JACS Subject Code(s) and % of each subject	ASC Category(ies)	
Applied Social Research Methodology		ASR7003	X210	7	
Level (3 to 8)	Credits	ECTS Credit	Module Value	% Taught in Welsh	Module Type
7	20	10	2.0	0	Taught
Teaching Period			Pre-requisites		
Term 3			None		
Module Leader		School(s)		Campus	
Professor Eleri Jones		Cardiff School of Management		Llandaff Campus	
Assessment Methods					
Assessment Type		Duration/Length of Assessment Type		Weighting of Assessment	Approximate Date of Submission
Presentation (LO 1-9)		20 minutes		30%	Term 3 Week 10
Research proposal (LO 1-9)		4000 words		70%	Term 3 Week 12
Aim(s)					
<p>This module provides a comprehensive introduction to research as practised in business and management disciplines. It provides an overview of the key quantitative and qualitative methodologies that are needed to undertake, evaluate and present a research project. Following an introduction to research the module will move on to explore the major paradigms and debates in business research. It will help students to build appropriate strategies for reviewing literature and developing a coherent set of aims and objectives for a research study. The module will cover the major research methods (observation, surveys, case studies, interviews and action research), the implications of using them as well as the analysis of qualitative and quantitative data and presentation of findings. It identifies how to develop research questions/hypotheses and how to produce a robust and realistic research proposal and research design considering issues of data validation, triangulation and reliability.</p>					

Learning Outcomes	
At the end of this module students should be able to:	
LO1	Interpret existing research as a prelude to carrying out further investigation and demonstrate a knowledge and understanding of a range of research designs and their appropriate utilisation.
LO2	Source, evaluate and appropriately reference information from a range of sources.
LO3	Integrate the findings of existing research to ask a new research question.
LO4	Engage in critical thinking when reading and comprehending research articles.
LO5	Critically evaluate a range of quantitative and qualitative research paradigm
LO6	Conceptualise a problem; formulate hypotheses and objectives; design a research strategy, collecting, analysing, and interpreting quantitative and qualitative data as appropriate.
LO7	Apply theoretical principles underlying descriptive and inferential statistics.
LO8	Select and justify the most appropriate analyses, interpret the results, and write up the results accurately and completely.
LO9	Develop a robust research proposal appropriate for a research degree thesis.
Learning and Teaching Delivery Methods	
Lecture/Workshops (3 x 12 hours)	36 hours
Student-centred learning	164 hours
Total	200 hours
Indicative Content	
<p>Introduction to research: academic and non-academic research (e.g. market research; opinion polls; economic indicators; media research). Ontology, epistemology, methodology and method. Alternative paradigms of business and management research.</p> <p>Measurement & data collection strategies: Types of data, measures of central tendency, measures of dispersion. Choice of qualitative/quantitative variables. Sources of data. Quantitative methodologies: surveys; experiments; modelling, sampling; questionnaire design; choosing survey media. Small sample surveys and analysis. Qualitative methodologies: Ethnography; action research; hermeneutics; discourse analysis; history; biography. Qualitative methods: sampling; interviewing; participant observation; self-reporting; data recording and transcription; critical incident diaries; deep description.</p> <p>Data analysis, interpretation & evaluation: Quantitative data analysis: Data coding and management. Hypothesis testing, Factor analysis. Regression, correlation, causality; extrapolation. Quantitative data analysis software – Checkbox, Excel and SPSS. Qualitative data analysis: Categorising; comparing; the use of narrative. Qualitative data analysis software - NVivo.</p>	

Recommended Reading & Required Reading

Required Reading:

- Bryman, A & Bell, E (2011), *Business Research Methods* (3rd edition), Oxford University Press.
- Bryman, A. (2012) *Social Research Methods* (4th edition) Oxford University Press.
- Gill, J & Johnson, P (2010), *Research Methods for Managers* (4th Edition), Sage.
- Moore, N. (2006), *How to do Research: the Complete Guide to Designing and Managing Research Projects* (3rd edition), Facet Publishing; London
- Saunders, M, Lewis, P & Thornhill, A (2012), *Research Methods for Business Students* (6th Edition), Financial Times/Prentice Hall.

Recommended Reading:

Quantitative methods:

- Mardden P.V. & Wright, J.D. (2010), *Handbook of survey research* (2nd edition), Emerald..
- Black, TR (1999), *Doing Quantitative Research in the Social Sciences*, Sage.
- Blasius, J & Thiessen, V (2012), *Assessing the Quality of Survey Data*, Sage
- Callegaro, M., Manfreda, K.L. & Vehovar, V. (2014), *Web Survey Methodology*, Sage; London
- Fielding, N.G., Lee, R., & Blank, G. (2008), *The Sage Handbook of Online Research Methods*, Sage; London
- Gillham, B (2007), *Developing a questionnaire* (2nd edition), Continuum.
- Pallant, J (2007), *SPSS Survival Manual* (3rd edition). Open University Press.
- Peterson, RA (2000), *Constructing Effective Questionnaires*, Sage.

Qualitative methods:

- Creswell, J.W. (2007), *Qualitative Inquiry and Research Design Choosing Among Five Traditions* (2nd edition), Sage.
- Guest, G. (2013), *Public Health Research Methods* Sage; London
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