Cardiff Metropolitan University

Cardiff School of Management

Programme Handbook

Postgraduate Certificate in Applied Social Research

(2019/20)

Contents

1 General Information

1.1 Programme

The PGCASRM has been designed and introduced as a formal method of research training for research students undertaking their work at Cardiff School of Management. The motivation to design and develop the PGCASRM came from evidence obtained from the School who were primarily concerned with ensuring the need for high quality research degree outcomes and, from external evidence from funding councils such as the Economic and Social Research Council (ESRC) who identified that a major cause of late/non-completion of research degrees could be attributes to the poor state of formal training for doctoral work at many UK universities. The result of the ESRC study has been the firm establishment of the "1+3" model for research study. This consisted of 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.

As might be expected, this ESRC requirement has invoked a more generalised response. As a result, our PGCASRM 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.

Therefore, CSM decided to introduce the PGCASRM as mechanisms of formalised research training for all doctoral students within the School. The rationale for such a programme was to deliver standard, high quality research teaching whilst ensuring that the student researchers could contextualise their own particular research in to the delivery framework thus enabling them to 'make sense' of the applied nature of the social research methods.

1.2   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 Dr Eoin Plant-O'Toole of Dublin Institute of Technology.

1.3   Programme Team

Prof. Mark Francis
        Programme Director
        Module Leader (ASR7001, ASR7002, ASR7003)
        mfrancis@cardiffmet.ac.uk
        02920 415679

> **Commented [FM1]:** Need to change. Mark Francis?

Dr. Claire Haven-Tang
        Associate Dean – Research/ Reader in Tourism & Management
        chaven-tang@cardiffmet.ac.uk
        02920 416399

> **Commented [FM2]:** Change to Mark Francis?

2 Programme Description

2.1 Programme Aims

The overall aims of the PGCASRM programme are to:
1. To deliver a small and highly effective package of research training (at Masters level) to our existing research cohorts (whether it be staff or students) in order to support their own particular research plans and programmes.
2. To further develop a learning-oriented approach to assessment which emphasises that assessment not only measures but also contributes to the development of a researcher's programme of study and provides valuable and effective feedback for researcher to advance their study area.
3. To develop confident and active researchers that develop and enhance their research skills which not only enables them to complete their research programmes effectively but, develops research skills that will be useful in future employment in business or academia.

2.2 Programme Learning Outcomes

In line with Quality Assurance Agency for Higher Education and Cardiff Metropolitan University Quality Assurance guidance documents, on successful completion of the programme, students should be able to demonstrate the following:

A   Knowledge and Understanding:
1. An in-depth and critical understanding of the main concepts, issues, models, theories and methodologies that underpin social research.
2. Critically apply theory to the advancement of management practice.
3. Be critically aware of the role of applied social research in the evolution of management practice.

B   Intellectual Skills:
1. Reflect on his/her learning experience and become a reflective researcher.
2. Apply the skills commensurate with academic study and enquiry at Masters level and prepare a student for study at Doctoral level.
3. Analyse and critically evaluate primary and secondary information collected from research activities.

C   Practical/Professional Skills:
1. Conduct applied social research into business and management issues and present findings both orally and in writing using a range of media.
2. Conduct research within the parameters of ethical guidelines and commercial and other sensitivities.
3. Demonstrate numeracy and quantitative skills.

D   Transferable Skills

1. Structure and communicate ideas both orally and in writing taking appropriate account of audience.
2. Research and present findings using appropriate technology.
3. Analyse principles and theoretical perspectives to synthesise a methodological approach suitable to the situation or task.

2.3   Programme Structure

The programme offers three 20-credit modules, these are:
- ASR7001 The Practice of Research
- ASR7002 Social Research Meanings and Perspectives
- ASR7003 Applied Social Research Methodology

Upon successful completion of all elements within in module, the students can be awarded the Post Graduate Certificate in Applied Social Research Methods (PGCRM).

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.

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.

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.

3   Induction

Candidates are introduced to the programme through a 1 week Induction event, where lectures are used to introduce key topics and concepts, which are developed through a range other learning and teaching methods such as seminar, tutorials, and workshops to enhance the candidates' experience and engagement.

4   Teaching and Learning Strategies

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-centered learning which will provide students with the optimal opportunity to utilize and extend their experience within a participative learning environment.

4.1 Teaching Delivery Methods

Delivery of the curricular material is through a blend of lectures, seminar, workshop and one to one supervision.

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.

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-centered 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.

One to One Supervision

A series of one-to-one sessions with tutorial team and individual students to discuss the contextualisation of the taught theories with the student ideas on how their research projects will progress. Discussion around decisions to be made in taking student research forward. Sign-posting towards further resources and areas of expertise. Developing relationships between student and supervisors.

4.2   Personal Tutors

All students within CSM are appointed a Personal Tutor; it expected that the student will meet with the Tutor 3 times a year. Normally, the Programme Director is appointed as the Personal Tutor.

4.3   Personal Development Planning

There are number areas where the PGCASR programme will include Personal Development Planning:

1.   The induction programme for each intake of students will introduce them to the benefits of Personal Development Planning. Students will have the opportunity to set personal goals in the form of Learning Contracts and can begin to compile information in an e-portfolio, supported by Moodle. The e-portfolio will act as a focal point for different audiences, such as Personal Tutors, who will continue to encourage the students to set goals and reflect upon their progress with the aim of completing their overall doctoral / research programme.

2.   Reflection is also supported generally within all modules but more specifically in ASR7003 where the development of a refined research degree proposal is created as a result of reflecting on the previous work studied on the programme. This is where the individual modules throughout the programme give students opportunities to build upon their experiences.

4.4   Additional Support

A range of additional support mechanisms are provided prior to and during the programme, including:

- Cardiff Metropolitan University Student Handbook available on the intranet as well as individual Module Handbooks
- Library and study skills packages and Cardiff Metropolitan University's 5-minute Guide support resources;
- Library, Learning Resource Centres and VLE available throughout Cardiff Metropolitan University;
- Access to Cardiff Metropolitan University Student Services (e.g., the Careers Unit, Welfare Unit, Medical Centre, Disability Support Unit, Counselling Service, Chaplaincy).

5   Assessment Procedures

5.1   Module Assessments

The types of assessments to be completed within each module are represented in Table 1 below. More specific detail on module criteria will be available within module handbooks.

Table 1   Module Assessment Types

Module Title	Module Code	Teaching Period	Credits	Written Assessment
Practice of Research	ASR7001	T1	20	PRES1 Poster Presentation 30%
				WRIT1 Ethics Reports 70%
Social Research Meanings and Perspectives	ASR7002	T2	20	WRIT1 Critique 35%
				WRIT2 Essay 65%
Applied Social Research Methodology	ASR7003	T3	20	PRES1 Presentation 30%
				WRIT1 Research Proposal 70%

5.2   Submission of Assessments

All written assessments will be submitted through the Turn-it-in programme on Moodle. The Turn-it-in programme will provide a 'similarity report' that gives evidence of any plagiarism. Consequently, candidates are encouraged to use the Turn-it-in programme as a learning tool prior to formal submission to evaluate whether any text will need rewording and/or supporting by appropriate references.

5.3   Marking of Assessments

All summative assessment are subject to internal moderation and external examination as appropriate. Feedback will normally be issued within 4 weeks of submission.

5.4   Assessment Regulations

The pass mark for all the Masters modules will be 50%

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

All three modules must be passed (no compensation between modules is allowed)

There are no intermediate awards and students not completing all three modules receive a transcript showing their achievement on the programme.

5.5   Useful Academic Handbook Links:

Volume 1 Section 4.1   Assessment Regulations
Volume 1 Section 10.12   Regulations for Modular Master's Degrees
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

6   Mitigating Circumstances and Appeals

Mitigating Circumstances

The Cardiff Metropolitan University's Academic Handbook defines Mitigating Circumstances (MCs) as "significant changes in the candidate's circumstances during the programme, which are outside the control of the candidate, and which the candidate believes have adversely affected his/her academic performance on one or more assessments".

This means any events which are unforeseen, unpreventable and have a serious impact on your academic performance; either affected by attendance in lectures or not being fully able to prepare or attend assessments.

Applications for Mitigating Circumstance should ideally be submitted as soon as possible after circumstances occur & at the time of the assessment. **Applications must be submitted before the relevant** Examination Board**.**

Students can submit an application via the online system:
https://cis.cardiffmet.ac.uk/MitCircs/MitCircs/StudentDashboard

Any circumstances which are reported after the Examination Board cannot be considered through the MC process; instead students must follow the Appeals Procedure.

Appeals

Students who question the decision made at an Examination Board are asked to complete an appeal form. You have 2 weeks only to appeal a Board's decision. Forms should be submitted to the Academic Registrar who will investigate and respond within 8 weeks of receipt.
Please check the Cardiff Metropolitan Academic Handbook for further details. This can be found by clicking the following link:
http://www.cardiffmet.ac.uk/registry/academichandbook/Pages/Ah1_07.aspx

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7   Quality Assurance

The University's quality assurance system is subject to an annual programme review, as well as a 5 year periodic review, and aims to:

- ensure standards that are comparable with those of other UK higher education establishments and consistent with the Quality Assurance Agency Framework for Higher Education Qualifications;

and

- ensure that the quality of provision gives candidates a fair and reasonable chance to gain a qualification in an acceptable timeframe

8.0   Equal Opportunities

The University is committed to an Equal Opportunities Policy under which all applicants and candidates are treated equally regardless of age, disability, gender reassignment, marriage and civil

partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation. The University's Equal Opportunities Policy is available on Moodle.

Appendix 1

PROGRAMME SPECIFICATION

CARDIFF METROPOLITAN UNIVERSITY
POSTGRADUATE 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
Programme Title	Applied Social Research
Type of Award	Single Subject
Programme Director	Prof. Mark Francis
Mode of Study	Part-time
Normal Duration of Programme	One year
Period of Candidature	Two years
Language of Study	English
UCAS Code (or other coding system if relevant)	Not applicable
Relevant QAA Subject Benchmarking Group(s)	Master's Degrees in Business and Management (2015)
JACS Subject Code	X210
Date of Production/Revision	October 2018

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.

Candidates who do not possess normal minimum entry qualifications are considered on an individual basis by members of the course team.

Any additional criteria for admission
None

3. Aim of the programme

The aim of this programme is to provide advanced study and specialist knowledge in the design, commission and evaluation of applied social research in order that students develop their knowledge and skills to enable them to become effective social science researchers. Specifically, researchers will develop a broad-based appreciation of epistemological issues and, will examine an extensive range of research methods which will include; primary, secondary, qualitative and quantitative theories and approaches.

4. Distinctive features of the programme

The programme delivers a small and highly effective package of research training to develop confident and active researchers that develop and enhance their research skills which not only enables them to complete their research programmes effectively but, develops research skills that will be useful in future employment in business or academia.

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

The programme has been mapped to the QAA Benchmark Statement for Master's Degrees in Business and Management (2015)

Please refer to Appendix B for the mapping of QAA statements to modules.

6. Programme intended learning outcomes
On successful completion of the programme, students should be able to demonstrate the following:
A   **Knowledge and Understanding:**
A1   An in-depth and critical understanding of 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.

B   **Intellectual Skills:**
B1   Reflect on his/her learning experience and become a reflective researcher.
B2   Apply the skills commensurate with academic study and enquiry at Masters level and prepare a student for study at Doctoral level.
B3   Analyse and critically evaluate primary and secondary information collected from research activities.

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.

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.

7. Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated.
The teaching and learning strategy for the PGCASR programme has been informed by the School's Teaching and Learning Strategy. In particular, focusing on the following.
- Creating a supportive learning environment for both students and lecturers to enhance learning and teaching.
- Evaluating assessment practices through LTDU working groups and Reflecting on Academic Practice to improve assessment and feedback to students.
- Supporting and retaining diverse students.
- Fostering research that supports teaching.
- Fostering innovation and creativity in curriculum design.
- Promoting student employability throughout the curriculum

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-centered 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.

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-centered 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.

Guest Speakers

The Cardiff School of Management faculty will be supplemented by guest speakers who will lead sessions/days on the modules. These supplementary professionals will be researchers and practitioners and experts in their respective fields.

Moodle

All modules are supported through Moodle, the Virtual Learning Environment, Lecturers make their slides/notes and other resources available on the institutions virtual learning environment (Moodle) which students can download as they require.

Small Group Projects

Group projects will form part of the PGCASR programme where participants work to briefs provided by tutors. These activities will focus on issues typically confronted by management researchers and using data drawn from the actual research reports and previous theses. These provide excellent experience of putting theory into practice, at the same time as facilitating the development of team-building skills.

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-centered 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 poster (The Practice of Research).

8. Programme structures and requirements, levels, curriculum units (modules), credits and awards. Also make reference to any features that make the programme distinctive.

This course is specifically designed for students who are embarking on a research degree in business and management and related areas. The course is available on a 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 Core modules that introduce the broad field of social science research to develop skills and knowledge which can be applied in a range of contexts. The programme has one entry point each year.

September Intake

Level 7						
Module Code	Module Title	Term*	Credit Value	Shared Module	Available in Welsh (Yes/No)	Short Course
ASR7001	Practice of Research	S1	20	No	No	No
ASR7002	Social Research Meanings and Perspectives	S2	20	No	No	No
ASR7003	Applied Social Research Methodology	S2	20	No	No	No
Final Award – PG Certificate Applied Social Research			**60**			

*is the period the module is taught in.

9. Support for students and their learning

The PGCASR Programme will put a very high level of importance on pastoral support, and care in general, that it provides to students. This will be achieved initially through individual tutors, and, more formally, through the Programme Director.

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

- Student Charter
- Induction Programme
- University Student Handbook
- Student Programme Handbook
- Library and study skills packages
- Library and learning resources
- Tutorials
- Open door policy to staff, especially programme director, year tutor and module leaders
- University-wide IT facilities as well as programme-specific computer rooms
- Access to Student Services including those offered by Disability support, Counselling, Mental Health support, Finance and Welfare advice, I-Zone, Out of Hours assistance, Chaplaincy and Health Service.
- Student Union representation and services including advocacy and support.

10. Work-based and placement learning

N/A

11. Methods for evaluating and improving the quality and standards of teaching and learning

University quality assurance and enhancement procedures include:

- Programme Committee meetings with student representation
- Staff-Student Liaison Committee meetings
- Student evaluation and feedback at the end of every module
- Annual Programme Review
- External Examiner Reports

- Periodic internal and external programme review
- Staff Development programmes

12. Assessment regulations.
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.
There are no intermediate awards and students not completing all three modules receive a transcript showing their achievement on the programme.
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:
Volume 1 Section 4.1   Assessment Regulations
Volume 1 Section 10.12   Regulations for Modular Master's Degrees
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
The overall mark for this PG Cert will be calculated on the basis of the average of the marks for all modules weighted according to the credit values of those modules.

13. Indicators of quality and standards
- Successful QAA review
- External examiner reports;
- Annual Programme Review
- Recruitment and Retention profiles
- Award classifications
- Successful operation of all Cardiff Metropolitan University's quality procedures.
- Student module and programme evaluation
- Periodic reviews

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a student is expected to achieve and demonstrate if he/she is 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 programme handbooks/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.

Appendix A **Intended Programme Learning Outcomes to pathways and intermediate exit points**	Postgraduate Certificate	
A1 Critically understand the main concepts, issues, models, theories and methodologies that underpin social research.	X	
A2 Critically apply theory to the advancement of management practice.	X	
A3 Be critically aware of the role of applied social research in the evolution of management practice.	X	
B1 Reflect on his/her learning experience.	X	
B2 Apply the skills commensurate with academic study and enquiry at Masters level and prepare a student for study at Doctoral level.	X	
B3 Analyse and critically evaluate primary and secondary information collected from research activities.	X	
C1 Conduct applied social research into business and management issues and present findings both orally and in writing using a range of media.	X	
C2 Conduct research within the parameters of ethical guidelines and commercial and other sensitivities.	X	
C3 Demonstrate numeracy and quantitative skills.	X	
D1 Structure and communicate ideas both orally and in writing taking appropriate account of audience.	X	
D2 Research and present findings using appropriate technology.	X	
D3 Analyse principles and theoretical perspectives to synthesise a methodological approach suitable to the situation or task.	X	

Appendix B Mapping QAA Subject Benchmark Statements to Modules	Practice of Research (ASR7001)	Applied Social Research Meanings and Perspectives (ASR7002)	Applied Social Research Methodology (ASR7003)
1	A systematic understanding of relevant knowledge about organisations, their external context and how they are managed	✓		
2	Application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation	✓		
3	A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field.	✓	✓	✓
4	An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues	✓	✓	✓
5	Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management	✓	✓	✓
6	Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations	✓	✓	✓
7	Conceptual understanding that enables the student to: 1. evaluate the rigour and validity of published research and assess its relevance to new situations 2. extrapolate from existing research and scholarship to identify new or revised approaches to practice	✓	✓	✓
8	Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process	✓	✓	✓
9	Ability to communicate effectively both orally and in writing, using a range of media	✓	✓	✓
10	Operate effectively in a variety of team roles and take leadership roles, where appropriate.	✓		✓
11	Ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications	✓		✓

Appendix C Intended Programme Learning Outcomes to Modules Map	ASR7001	ASR7002	ASR7003
A1 Critically understand the main concepts, issues, models, theories and methodologies that underpin social research.	X		X
A2 Critically apply theory to the advancement of management practice.		X	X
A3 Be critically aware of the role of applied social research in the evolution of management practice.	X	X	X
B1 Reflect on his/her learning experience.	X	X	X
B2 Apply the skills commensurate with academic study and enquiry at Masters level and prepare a student for study at Doctoral level.	X	X	X
B3 Analyse and critically evaluate primary and secondary information collected from research activities.		X	X
C1 Conduct applied social research into business and management issues and present findings both orally and in writing using a range of media.	X	X	X
C2 Conduct research within the parameters of ethical guidelines and commercial and other sensitivities.	X		X
C3 Demonstrate numeracy and quantitative skills.		X	
D1 Structure and communicate ideas both orally and in writing taking appropriate account of audience.	X	X	X
D2 Research and present findings using appropriate technology.	X	X	X
D3 Analyse principles and theoretical perspectives to synthesise a methodological approach suitable to the situation or task.	X	X	X

Appendix D
Learning & Teaching Methods to Modules Map

Proportion of Scheduled Methods Level 7	ASR7001	ASR7002	ASR7003
Lecture		24hrs	24hrs
Seminar	24hrs	24hrs	
Tutorial			
Project Supervision	32hrs	32hrs	32hrs
Demonstration			
Practical Classes and Workshops	24hrs		24rs
Supervised Time in Studio/Workshop			
Fieldwork			
External Visits			
Proportion Independent Study			
Guided Independent Study	100hrs	100hrs	100hrs
Proportion Placement			
Workbased Learning;			
Placement;			

Appendix E Assessment Map		Credits	C/O	Type of Assessment									
				Written Exam	Class Test	Exhibition	Viva	Practical	Portfolio	Placement	Presentation	Written Assessment	Other
Level 7 Modules	ASR7001	20	Core								PRES1 30% Poster	WRIT1 70% Ethics Report	
	ASR7002	20	Core									WRIT1 35% Critique WRIT2 65% Essay	
	ASR7003	20	Core								PRES1 30% Presentation	WRIT1 70% Research Propopsal	

Appendix 2

THE MODULES

Module Title	Module Number	JACS Subject Code(s) and % of each subject		ASC Category(ies)
Practice of Research	**ASR7001**	**X210**		**7**
Level (3 to 8)	**Credits**	**ECTS Credit**	**Module Value** *(1=20 Credits)*	**% Taught in Welsh**	**Module Type**
7	20	10	1	0	Taught
Teaching Period			**Pre-requisites**		
Semester 1			None		
Module Leader		**School(s)**		**Campus**	
Prof. Mark Francis		Cardiff School of Management		Llandaff Campus	

Assessment Methods

Assessment Type	Duration/Length of Assessment Type	Weighting of Assessment	Threshold	Approximate Date of Submission
WRIT1 – Ethics Report	3000 words equivalent	70%	1	End of Semester
PRES1 - Conceptual framework	20 mins + Poster (1000 words equivalent)	30%	1	End of Semester

Aim(s)

This module will facilitate students in the acquisition of advanced research skills relating to the conception, design, management and execution of postgraduate research projects. Specifically, it focuses on the development of the professional research skills necessary for undertaking research as a doctoral student

Learning Outcomes

On successful completion of the module, students should be able to:

LO1	Demonstrate a capacity for reflexivity and reflective practice.
LO2	Demonstrate understanding of the nature, role and functioning of research both within and outside the academy and with regard to its relationship to teaching and scholarship.
LO3	Design a small-scale research project appropriate to research degree awards at Level 8 (PhD).
LO4	Demonstrate understanding of issues around the funding and management of research.
LO5	Evaluate ethical matters appropriately and handle intellectual property rights and other legal considerations.
LO6	Effectively disseminate work in appropriate formats.

Learning and Teaching Delivery Methods

Method	Rationale	Type of Contact	Total hours
Seminars	Seminars involve student(s) in presenting previously-prepared work to peers and a	Scheduled	24

	lecturer. This strategy is used to extend specific theoretical or practical concepts as well as incorporating problem-solving approaches into the programme.		
Workshops	Practical workshops are used to hone skills in a supportive environment where students can get feedback from a member of academic staff.	Scheduled	24
One-to-one Supervision	To discuss the contextualisation of the taught theories with the student ideas on how their research projects will progress. Discussion around decisions to be made in taking student research forward.	Scheduled	32
Student-Centred Learning	To enable students to independently develop their understanding of the module concepts and to complete formative & summative assessment activity	Non-Contact	100
		Total	200

Indicative Content

Seminars

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.

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

Workshops:

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.

Required Reading

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

Recommended Reading

Oliver, P. (2010) The Student's Guide to Research Ethics. 2nd edition. Maidenhead: Open University Press

Access to Specialist Requirements

Module Title	Module Number	JACS Subject Code(s) and % of each subject	ASC Category(ies)
Social Research Meanings and Perspectives	**ASR7002**	**X210**	**7**

Level (3 to 8)	Credits	ECTS Credit	Module Value (1=20 Credits)	% Taught in Welsh	Module Type
7	**20**	**10**	**1**	**0**	**Taught**

Teaching Period		Pre-requisites	
Semester 2		None	

Module Leader	School(s)		Campus
Professor Mark Francis	**Cardiff School of Management**		**Llandaff Campus**

Assessment Methods

Assessment Type	Duration/Length of Assessment Type	Weighting of Assessment	Threshold	Approximate Date of Submission
WRIT1 - Article Critique	1500 words equivalent	35%	1	End of Semester
WRIT2 - Essay	2500 words equivalent	65%	1	End of Semester

Aim(s)

This module provides an advanced knowledge of 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 and will cover the philosophical origins of the major schools of social science inquiry and, helps to develop advanced theoretically-informed research to investigate society and culture.

Learning Outcomes

On successful completion of the module, students should be able to:

LO1	Demonstrate an ability to act as reflective researchers.
LO2	Demonstrate understanding of the importance and relevance of theoretically-informed research practice.
LO3	Evaluate 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	Demonstrate 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			
Method	**Rationale**	**Type of Contact**	**Total hours**
Lectures	To effectively deliver core material and establishing a framework for a module against which other material can be set.	Scheduled	24
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.	Scheduled	24
One-to-one Supervision	To discuss the contextualisation of the taught theories with the student ideas on how their research projects will progress. Discussion around decisions to be made in taking student research forward.	Scheduled	32
Student-Centred Learning	To enable students to independently develop their understanding of the module concepts and to complete formative & summative assessment activity	Non-Contact	100
		Total	200

Indicative Content

Ways of Knowing - ontology and the research process.

Epistemological Stances - positivism and post-positivism; constructionism and realism; interpretivism; critical inquiry; feminism; postmodernism.

Linking Theory, Method and Practice - knowledge and theory building.

Required Reading

- Dean J (2017), *Doing Reflexivity*: An Introduction, Policy Press, ISBN 978-1447330851
- Seale C (Editor) (2012), *Researching Society and Culture (3rd edition),* Sage.

Recommended Reading

- Denzin NK and Lincoln YS (Editors) (2011), *The Sage Handbook of Qualitative Research (4th edition)*, Sage.
- Outhwaite W (2015) Social Theory: Ideas in Profile, Profile Books, ISBN 978-1781254813

Access to Specialist Requirements

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**	**1**	**0**	**Taught**
Teaching Period			Pre-requisites		
Semester 2			None		
Module Leader		School(s)		Campus	
Professor Mark Francis		**Cardiff School of Management**		**Llandaff Campus**	

Assessment Methods					
Assessment Type	Duration/Length of Assessment Type	Weighting of Assessment	Threshold	Approximate Date of Submission	
PRES1 - Presentation	20 minutes	30%	1	End of Semester	
WRIT1 - Research proposal	3000 words equivalent	70%	1	End of Semester	

Aim(s)
This module provides an advanced level analysis of research as practiced in business and management disciplines. It provides key insights in to advanced quantitative and qualitative methodologies that are needed to undertake, evaluate and present a research project. It will help students to build appropriate strategies for reviewing literature and developing a coherent set of aims and objectives for a research study.

Learning Outcomes	
On successful completion of the module, students should be able to:	
LO1	Evaluate 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	Analyse the findings of existing research to ask a new research question.
LO3	Critically evaluate a range of quantitative and qualitative research paradigm
LO4	Conceptualise a problem; formulate hypotheses and objectives; design a research strategy, collecting, analysing, and interpreting quantitative and qualitative data as appropriate.
LO5	Select and justify the most appropriate analyses, interpret the results, and write up the results accurately and completely.
LO6	Develop a robust research proposal appropriate for a research degree thesis.

Learning and Teaching Delivery Methods

Method	Rationale	Type of Contact	Total hours
Lectures	To effectively deliver core material and establishing a framework for a module against which other material can be set.	Scheduled	24
Workshops	Practical workshops are used to hone skills in a supportive environment where students can get feedback from a member of academic staff.	Scheduled	24
One-to-one Supervision	To discuss the contextualisation of the taught theories with the student ideas on how their research projects will progress. Discussion around decisions to be made in taking student research forward.	Scheduled	32
Student-Centred Learning	To enable students to independently develop their understanding of the module concepts and to complete formative & summative assessment activity	Non-Contact	100
		Total	200

Indicative Content

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.

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.

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.

Required Reading

- Bryman, A & Bell, E (2011), *Business Research Methods* (3rd edition), Oxford University Press.
- Bryman, A. (2016) Social Research Methods (5th 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

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

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
- Herr, K. & Anderson, G.L. (2005), The Sage Handbook of Online Research Methods Sage; London
- Huberman, A.H. and Miles, M.B. (2002), The Qualitative Researcher's Companion: Classic and contemporary readings, Sage.

Access to Specialist Requirements