



MODULE SPECIFICATION

Part 1: Information			
Module Title	Ways of Knowing: Research Methodologies		
Module Code	UMCC64-30-M	Level	M
For implementation from	January 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	FBL	Field	Business and Management Cross Disciplinary
Department	Business & Management		
Contributes towards	Doctor of Business Administration; PhD/DPhil research training		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	none		
Module Entry requirements	Stand alone		

Part 2: Description
<p>The module aims to enable students to understand the significance of the alternative epistemological positions that provides the context for theory construction, research design and the selection of appropriate analytical techniques.</p> <p>Syllabus outline: The module is divided into a number of elements.</p> <p>Contextual material. This includes:</p> <ul style="list-style-type: none"> • An introduction to the module and the intellectual territory explored therein • An introduction to paradigm thinking • Debating the intellectual structure of management and organisation studies <p>An overview of and introduction to various paradigms, drawing in particular on the evolution and development within and between the research paradigms:</p> <ul style="list-style-type: none"> • Positivism and its variants, antecedents and developments (e.g. materialism, realism, structuralism) • Constructivism, interpretivism and their variants, antecedents and developments (e.g. idealism, methodological relativism, phenomenology, hermeneutics) • Critical approaches and their variants • The "Posts"- post-modernism, post-structuralism and post-feminism.

Teaching and learning methods:

The module takes a flexible approach to delivery methods. Depending on cohort requirements, delivery can be fully online, fully face to face, or a blended mix of the two. The module will be delivered via a series of study units; each study unit relating to a substantive area of the syllabus. Activities, plenary sessions and workshops will provide an opportunity for critical analysis, discussion and peer/tutor feedback.

- These sessions may take place in the classroom, face to face; or in an online environment.
- Online sessions may be:
 - synchronous (e.g. using live webinars) or
 - asynchronous (e.g. using text/video discussion tools).

Part 3: Assessment

There are two aspects to the assessment for this module:

Formative assessment:

Students will participate in group discussions or workshops. These may take place in a face-to-face or online environment. These will usually involve peer evaluation and tutor feedback - for example critical examination/analysis of a specific research text. Further opportunities for formative feedback will be provided during the duration of the module through feedback from DoS, guided online activities and peer feedback during the scheduled workshops.

Summative assessment:

There are two components to the assessment for this module:

Component A: written précis (2000 words)

The assessed written précis is the final outcome in an iterative formative assessment process.

The student will identify two published research papers relating to their topic and present a review, evaluation and critique of the papers, both individually and in relation to each other. The two papers must have contrasting methodological (etc) approaches to the topic and should broadly correspond to two of the discussed in the taught sessions. The student will receive formative feedback on the non-assessed presentation. A written précis of the presentation content, responding to the formative feedback, is then submitted for assessment.

Component B: Theoretical Review (6000 words)




In this review, students should provide an extensive statement and informed justification of their own methodological position towards their chosen topic (guideline, 2000 words). This should be underpinned by a review, evaluation and critique of existing methodological approaches to the topic (guideline, 4000 words). The topic will normally be the one the students have selected to investigate for their PhD/DPhil/DBA dissertation/thesis

Other methods of assessment may be employed to demonstrate the learning requirements where reasonable adjustments are required by a student.

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Not assessed as part of this module: DBA students, as part of the Doctoral Development plan, should write a critical reflection on learning (1,500 words). Students need to critically evaluate key personal learning outcomes from this module and how they will utilise these to inform their DBA studies.

Identify final timetabled piece of assessment (component and element)	Component B				
% weighting between components A and B (Standard modules only)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; padding: 5px;">A:</td> <td style="width: 50%; text-align: center; padding: 5px;">B:</td> </tr> <tr> <td style="text-align: center; padding: 5px;">35%</td> <td style="text-align: center; padding: 5px;">65%</td> </tr> </table>	A:	B:	35%	65%
A:	B:				
35%	65%				

First Sit																			
Component A (controlled conditions)	Element weighting																		
1. Written précis of formative presentation (2000 words)	100%																		
Component B Description of each element	Element weighting																		
1. Individual theoretical review (6000 words maximum)	100%																		
Resit (further attendance at taught classes is not required)																			
Component A (controlled conditions) Description of each element	Element weighting																		
1. Written précis of formative presentation (2000 words)	100%																		
Component B Description of each element	Element weighting																		
1. Individual theoretical review (6000 words maximum)	100%																		
Part 4: Learning Outcomes & KIS Data																			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Articulate the significance of alternative epistemological positions in the context of theory construction, research design and the selection of appropriate analytical techniques. (Component A and B) 2. Apply a critical analysis to a range of theoretical and research paradigms (Component A and B) 3. Assess the contextual relevance of such theories and paradigms in research design and the selection of appropriate analytical techniques (Component B). 4. Justify a choice of methodological position (Component B). 5. Analyse critically the methodological contribution of research papers within a specific field of knowledge (Component B). 6. Evaluate the limitations of a research paper (Component A). 																		
Key Information Sets Information (KIS)	<p>Key Information Set - Module data</p> <table border="1"> <tr> <td colspan="5"><i>Number of credits for this module</i></td> <td style="text-align: center;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> <td></td> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">35</td> <td style="text-align: center;">265</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> <td style="text-align: center;"></td> </tr> </table>	<i>Number of credits for this module</i>					30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	35	265	0	300	
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300	35	265	0	300															
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p>																		

Total Assessment	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			0%
	Coursework assessment percentage			65%
Practical exam assessment percentage			35%	
			100%	
Reading List	Reading List link https://uwe.rl.talis.com/lists/3B4B28B0-8A88-4966-C65E-1E1AE326087A.html			

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First CAP Approval Date	QMAC January 2001			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	10 July UVP 2018	Version	2	link to RIA