




MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research Methods for Marketing				
Module Code	UMKDH4-15-M	Level	M	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Business and Law	Field	Marketing, Events and Tourism		
Department	BBS, Business and Management	Module Type	Project		
Contributes towards	MSc Marketing, MSc Marketing Communications				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	n/a		
First CAP Approval Date	3 June 2015	Valid from	September 2015		
Revision CAP Approval Date		Revised with effect from			

Review Date	September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Justify the central role of knowledge generation to all levels of marketing management; Critically evaluate the role of theory in knowledge generation; Explain the key stages of the research process in its various contexts and applications; Identify and evaluate an extensive range of research techniques relevant to academic and professional research in marketing; Apply this knowledge critically to the design and execution of appropriate marketing research projects; Produce clearly argued and analytically underpinned solutions to marketing research scenarios using various research paradigms and frameworks; Demonstrate problem solving through critical evaluation of complex data; Communicate effectively by written means; Compare and contrast academic and professional marketing research, in terms of both substance and presentation.
Syllabus Outline	<ul style="list-style-type: none"> Knowledge generation and marketing management; Knowledge as a source of competitive advantage; Models of the research process. Analysing research problems and formulating research objectives; Research paradigms and research designs;

	<ul style="list-style-type: none"> • Qualitative research methods; • Quantitative research methods. Measurement scaling and questionnaire design; • Sampling theory, techniques and strategies; • Data gathering; • Data analysis tools and techniques; • Data quality; Validity/reliability issues; • Interpreting research results. • Costing and budgeting for research projects • Research paradigms and the role of theory in designing and implementing research. Academic vs. professional research in marketing 																									
Contact Hours	<p>The module will normally be delivered over twelve, two hour sessions or equivalent. Contact time will be a mixture of tutor and student led activities. Preparation and follow-up activities will become increasingly important as the module progresses (see Teaching & Learning).</p>																									
Teaching and Learning Methods	<p>The module will take a practical approach, presenting student with real-life problems and case studies to encourage them to apply theory to the resolution of marketing problems.</p> <p>Scheduled learning will be a mixture of tutor input and student-led tasks. Extensive use will be made of case material, require students to design and evaluate research programmes and practice data collection techniques.</p> <p>Independent learning Many of the scheduled learning exercises will require preparation or follow-up through independent study. Students will be required to apply principles and practices techniques introduced in class, to explore learning materials in greater depth and to reflect on their learning in its application to their own dissertations.</p>																									
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1429 1369 1816"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>24</td> <td>126</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	24	126	0	150
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Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through websites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many of these resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

A list of indicative textbooks and relevant journals is provided below but students are expected to recognise that these may be starting points only and that they should extend their reading as widely as is necessary to demonstrate a comprehensive knowledge. As well as reading to familiarise themselves with theory and practice relating specifically to research, students will be encouraged to use theoretical sources that help them to define research problems and frame research objectives. Given the breadth of reading required, extracts from textbooks will be provided on Blackboard through the Library's digitisation service.

Indicative Reading List

Essential reading:

Students are expected to purchase a recommended module text which will be listed in the Module Handbook. The current specified text is as follows, though students should consult the Module Handbook for the most up-to-date recommendation:

Joseph Hair, Robert Bush & David Ortinau (2009), *Marketing Research in a Digital Information Environment*, 4th edition, McGraw Hill

Further indicative sources

Collis, J. & Hussey, R. (2014) *Business Research methods: A practical guide for undergraduate and postgraduate students (4th Edition)*, Palgrave McMillan, Basingstoke.

Bradley, N. (2013) *Marketing Research: Tools and Techniques (3rd Edition)* Oxford University Press, Oxford.

Chisnall, P. (2004) *Marketing Research*, 7th Edition, McGraw-Hill, England.

Craig, C. & Douglas, S. (2005) *International Marketing Research*, 3rd Edition, Wiley and sons, New York.

Proctor, P. (2005) *The Essentials of Marketing Research*, 4th Edition, FT Prentice Hall, Harlow, England.

Part 3: Assessment

Assessment Strategy	In line with the programme's strategy, the assessment emphasises the vocational relevance of the module by require students to submit a commercial marketing research proposal. The addition of a short reflective commentary on the theoretical underpinnings of their proposal will recognition of the role that broader marketing theory plays in framing and addressing research problems.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2500 word commercial research proposal plus a 500 word reflective commentary	100%	
Component B Description of each element	Element weighting (as % of component)	
N/A		

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 2500 word commercial research proposal plus a 500 word reflective commentary	100%	
Component B Description of each element	Element weighting (as % of component)	
N/A		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		