



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Work-based Research Methods				
Module Code	UMODKW-30-1	Level	1	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Business and Law	Field	Organisation Studies		
Department	BBS: Business and Management	Module Type	Standard		
Contributes towards	FdA Business with Management				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	1 June 2016	Valid from	September 2016		
Revision CAP Approval Date		Revised with effect from			

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss research methodology and its applications (Component A and B).</li> <li>2. Examine and apply research literature relevant to your industry using a recognised framework (Component B).</li> <li>3. Distinguish and critique research designs/methods and discuss the rationale for their use (Component A and B).</li> <li>4. Undertake a small scale research project within an organisation (Component B)</li> <li>5. Understand the ethical issues in research in your industry (Component A)</li> <li>6. Demonstrate a critical evaluation of a research proposal (Component A)</li> <li>7. Develop core skills in working with qualitative and quantitative data (Component B)</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1. Accessing and appraising research literature.</li> <li>2. Explain research design.</li> <li>3. Understanding qualitative and quantitative methodologies.</li> <li>4. Evaluating research and its potential for informing practice.</li> <li>5. Describe the importance of developing research questions and devising methods for their investigation.</li> <li>6. Examine ethical issues in research.</li> <li>7. Demonstrate the analysis of quantitative data.</li> <li>8. Utilisation of appropriate software to assist in the retrieval of information.</li> </ol>
Contact Hours	<p><b>Indicative delivery modes:</b> Module delivery will be based on scheduled learning and teaching activities of 3 hours</p>

per week for 30 weeks totalling 90 hours

Independent study including essential reading and preparation for seminars, oral presentation and completion and revision and preparation for examination totalling 210 hours.

Activity	Hours
Scheduled contact	90
Self-direct study	210
<b>Total study time</b>	<b>300</b>

Teaching and Learning Methods

Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

**Placement learning:** may include a practice placement, other placement, year abroad.

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	90	210	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**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

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	75%
Practical exam assessment percentage	25%
	100%

<p>Reading Strategy</p>	<p><b>Access and Skills</b>  The development of literature searching skills is supported by a Library+ seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing. Furthermore, additional academic study skills support is available via the HE group tutorial system.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways.</p> <p><b>Essential Reading</b>  Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further Reading</b>  Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>
<p>Indicative Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p>Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First Time Researchers</i>. Maidenhead: McGraw-Hill/Open University Press.</p> <p>Bryman, A. and Bell, E. (2011) <i>Business Research Methods</i>. 3<sup>rd</sup> Ed. Oxford: Oxford University Press</p> <p>Burns, R.B. and Burns, R.A. (2013) <i>Business Research Methods and Statistics Using SPSS</i>. London: Sage.</p> <p>Cameron, S. and Price, D. (2009) <i>Business Research Methods: A Practical Approach</i>. London: Chartered Institute of Personal and Development.</p> <p>Dewhurst, F. (2006) <i>Quantitative Methods for Business and Management</i>. 2<sup>nd</sup> Ed. Maidenhead: McGraw-Hill/Open University Press.</p> <p>Field, A. (2014) <i>Discovering Statistics Using SPSS</i>. 4<sup>th</sup> Ed. London: Sage.</p> <p>Flick, U. (2015) <i>Introducing Research Methodology</i>. London: Sage.</p> <p>Landers, R. (2013) <i>A step-by-step Introduction to Statistics for Business</i>. London: Sage.</p> <p>Lee, N. (2008) <i>Doing Business Research: A Guide to Theory and Practice</i>. London: Sage.</p> <p>Lind, D, Mason, R.D. and Marchal, W.G. (2015) <i>Statistical Techniques in Business and Economics</i>. 16<sup>th</sup> Ed. London: McGraw-Hill.</p> <p>Quinlan, C. (2011) <i>Business Research Methods</i>. Andover: South Western Cengage</p>

	<p>Learning.</p> <p>Salkind, N.J. (2014) <i>Statistics for People Who Hate Statistics</i>. 5<sup>th</sup> Ed. London: Sage.</p> <p>Saunders M., Lewis, P. and Thornhill, A. (2012) <i>Research Methods for Business Students</i>. 6<sup>th</sup> Ed. Harlow: Financial Times: Prentice Hall.</p> <p>Scherbaum, C. and Shockley, K. (2015) <i>Analysing Quantitative Data for Business and Management Students</i>. London: Sage</p> <p>Sekaran, U. and Bougie, R. (2013) <i>Research Methods for Business: A Skill-building Approach</i>. 6<sup>th</sup> Ed. Chichester: John Wiley &amp; Sons Ltd.</p> <p>Silver, C. and Lewins, A. <i>Using Software in Qualitative Research a step-by-step guide</i>. 2<sup>nd</sup> Ed. London: Sage.</p> <p>Wisniewski, M. (2014) <i>Quantitative Methods for Decision Makers</i>. 5<sup>th</sup> Ed. Harlow: Financial Times: Prentice Hall.</p>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Poster Defence for Research Proposal: Students will be required to discuss research proposal of research project to be undertaken. The poster will explore aims and objectives, ethical issues, research methodologies with a critical review of research designs and literature to be incorporated.</p> <p>Research Project – students are to undertake a research that will be negotiated between the employer, module lead and student. It is expected that the research will contain a broad understanding of research terminology, distinguish between research designs or methods and discuss the rationale for their use and, finally, evaluate the usefulness of the findings relevant to work placement using a recognised framework.</p> <p>Opportunities for formative assessment exist for each of the assessment strategies used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting	
1. Poster Defence (15 minutes) In class	100%	
Component B Description of each element	Element weighting	
1. Research Project (3,000 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1. Poster Defence (15 minutes) In class	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Research Project (3000 words)	100%
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.	