



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Research Methods for Marketing and Events | | |
| Module Code | UMCDM9-15-2 | Level | 2 |
| For implementation from | September 2018 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Business and Law | Field | Business and Management Cross Disciplinary |
| Department | BBS: Business and Management | | |
| Contributes towards | BA(Hons) Marketing, BA(Hons) Business Management with Marketing, BA(Hons) Business and Events Management | | |
| Module type: | Standard | | |
| Pre-requisites | UMCDN4-15-1, or UMCDN3-15-1 | | |
| Excluded Combinations | UMCDM8-15-2, UMADMJ-15-2 | | |
| Co- requisites | N/A | | |
| Module Entry requirements | N/A | | |

| Part 2: Description |
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| <p>The module aims to support students in developing a critical, scholarly and appreciative understanding of the principles and practices of organisational enquiry. This includes not only empirical or conceptual research, but also work-based consultancy, project and action research in a broader sense. Teaching and learning methods will reflect the wide diversity of potential approaches and methods, and the intellectual and practical benefits of successful identification and solution of organisational problems.</p> <p>With a few notable exceptions, students are free to prepare a research proposal from topic areas throughout marketing and events, but choosing a topic relevant to your degree will support final year projects.</p> <p>The proposal developed in this module will form the basis of your group's data collection, data analysis and interpretation of data related to a real world issue for a small/local company, charity or other organization, in the next semester's 'Introductory Research Project'.</p> <p>The curriculum content for this module covers:</p> <ul style="list-style-type: none"> • Designing a mixed methods organisational enquiry project • Framing problems, questions and objectives in organisational enquiry • Reviewing the evidence-base in organisational enquiry • Access to organisations and research participants • Principles of quantitative enquiry: data types, data collection techniques, data analysis methods and interpretation • Principles of qualitative enquiry: data types, data collection techniques, data analysis methods and interpretation • Ethics of organisational enquiry |

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- Designing successful pitches and proposals
- Practising quantitative enquiry
- Practising qualitative enquiry

Underpinning skills sessions will address the following related syllabus:

- Effectively utilise UWE IT and library systems, identifying and accessing a variety of resources both in print and electronically; and effectively utilise a variety of computer software packages relevant to organisational enquiry.
- Evaluate data sources and make informed judgments about their quality and relevance
- Constructively interpret, evaluate and critique the available evidence-base, identifying strengths and weaknesses in design, technique, analysis and conclusions.
- Effectively comprehend and demonstrate the principles and practices of enquiry project design.
- Identify, select and defend methods and techniques of data collection appropriate for enquiry in a specific field of study, and specify and defend their relevance to a specific research question.
- Demonstrate awareness of issues relating to the rights of other researchers, of research subjects and of others who may be affected by research or other form of organisational enquiry.
- Demonstrate effective project planning skills.
- Demonstrate effective academic and applied writing and editing skills.

Part 3: Assessment

The assessment methods are chosen to provide formative and summative feedback and to enable the students to demonstrate that they have achieved the learning outcomes of the module.

A Group presentation (Component A) will summarise a real world research problem, outline a small scale research strategy, and address issues of access to participants and data. The scope of this project will be limited to a very precise research question, small expected sample sizes and limited scope on behalf of a small local organisation, to be defined in the assessment brief. Verbal and written feedback will be supplied in response to the presentation, for use in developing Component B. Methods to allocate marks according to the group's perceived impact of each group member will be used.

A 2,000-2,500 word proposal (Component B) will be developed as coursework over the module, and build upon ideas initially presented in the group presentation. A combined qualitative and quantitative approach is required, in a professional format suitable for presenting to the client (a small local organisation).

Groups of students will be expected to identify and approach small local organisations (local businesses, charities and not for profit organisations) in order to develop a research question and initial group presentation (Component A), but students will work alone to develop and clarify their own research proposal (Component B).

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|---|-------------|------------|
| Identify final timetabled piece of assessment (component and element) | Component B | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 25% | 75% |

First Sit

| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
|--|--|
| 1. In-class group proposal presentation (10 minutes) | 100% |
| Component B Description of each element | Element weighting (as % of component) |
| 1. Individual proposal (2,500 words) | 100% |

Resit (further attendance at taught classes is not required)

ACADEMIC SERVICES

| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Individual reflection on development of/updates to proposal (500 words) | 100% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component B Description of each element | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Individual proposal (2,500 words) | 100% | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an informed understanding of the roles and purposes of different types of organisational enquiry and Events and Marketing research (A, B) • Demonstrate an understanding of the principles and practice of the design of research and other investigative projects (B) • Demonstrate the ability to evaluate, select and pursue different enquiry approaches, methods and methodologies (B) • Demonstrate an understanding of ethics in the enquiry process. (B) • Understand, select and apply different methods of enquiry relative to context. (B) • Be familiar with relevant business (and other Events and Marketing) databases. (B) • Interpret and evaluate published management and Events and Marketing research and other evidence. (B) • Design and propose an introductory Events and Marketing enquiry project.(B) • Self critically reflect on the quality of their own work. (A) <p>Weekly 1 hour lectures will take students through the stages of both qualitative and quantitative research, while weekly 2 hour tutorials will allow students to work in groups to identify a research topic, negotiate access to an organisation, and build a research proposal over the course of the module with formative feedback from staff with expertise in relevant research methods (including statistics). Software such as Qualtrics and NVivo will be introduced, and statistical knowledge reviewed and advanced using Excel and SPSS.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information (KIS) | <p>Module delivery will be based on 3 hours of scheduled learning and teaching activities per teaching week. This will consist of:</p> <ul style="list-style-type: none"> - A weekly one hour lecture for the delivery of core syllabus concepts - A two hour facilitated enquiry/problem-based learning workshop <table border="1" data-bbox="497 1368 1449 1742"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <th colspan="5">Number of credits for this module</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>Students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module. In addition a number of e-learning resources will also be used:</p> <p>The MySkills Study Skills website at http://www.uwe.ac.uk/library/resources/hub/</p> <ul style="list-style-type: none"> - iSkillzone http://iskillzone.uwe.ac.uk - Learn Higher http://www.learnhigher.ac.uk/Students.html - Espresso Maths http://www.cems.uwe.ac.uk/mslc/Learn Higher | Key Information Set - Module data | | | | | Number of credits for this module | | | | | | | | | 15 | Hours to be allocated | Scheduled learning and teaching | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of credits for this module | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 15 | | | | | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | | | | | |
| 150 | 36 | 114 | 0 | 150 | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Total Assessment</p> | <p>- Espresso Maths http://www.cems.uwe.ac.uk/mslc/</p> <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 Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 528 1324 763"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table> | Total assessment of the module: | | | | Written exam assessment percentage | | 0% | | Coursework assessment percentage | | 75% | | Practical exam assessment percentage | | 25% | | | | 100% | |
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| Written exam assessment percentage | | 0% | | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | 75% | | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | 25% | | | | | | | | | | | | | | | | | | | |
| | | 100% | | | | | | | | | | | | | | | | | | | |
| <p>Reading List</p> | <p>The reading list for this module is the same as for the Research Methods module, and is available online at https://uwe.rl.talis.com/lists/E61A94DE-2DE4-546F-58B4-4FE4BF5874FA.html . This will be updated annually.</p> | | | | | | | | | | | | | | | | | | | | |

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| First CAP Approval Date | 15 December 2016 - Version 1 - link to RIA | | | |
| Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i> | | Version | 2 | Link to RIA |