



Module Specification

Management Dissertation and Research Methods

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Part 1: Information

Module title: Management Dissertation and Research Methods

Module code: UMOCJY-60-M

Level: Level 7

For implementation from: 2022-23

UWE credit rating: 60

ECTS credit rating: 30

Faculty: Faculty of Business & Law

Department: FBL Dept of Business & Management

Partner institutions: None

Delivery locations: Delter Business Institute, Frenchay Campus, National Economics University Vietnam

Field: Organisation Studies

Module type: Master dissertation

Pre-requisites: None

Excluded combinations: Consultancy Project Dissertation 2022-23

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: In the context of this module, management research is defined broadly as the capacity to make, support and communicate an in-depth and complex argument within debates that have relevance to organisations and society. Writing a dissertation provides you an opportunity to explore in depth an important topic, issue, area or problem within one of the different fields of management studies, and to

practice important skills that will contribute toward making you an effective independent lifelong learner. The aim of the classroom activities is to provide you with the opportunity to develop your knowledge, understanding and skills in relation to research, in order to equip yourself for undertaking the task of writing a postgraduate dissertation.

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: The module provides you an introduction to key themes on research design. It covers the following topics:

The nature of management research: where we explore the nature of management research, and distinguish it from other forms of enquiries. We also take stock of the variety of practices (in regard to methods) characterising management research.

Ethics in research: where we discuss ethical issues in relation to the choice of research topics, the methods of data collection, the responsibilities of the researcher toward the research participants, and the broadcasting of results.

Developing a research question: where we see how to start a dissertation project by developing a research question that is significant (to an audience) and helpful (to the researcher).

Reviewing the literature: where we look at the purpose of doing a literature review, and the methods for producing one.

Research design and reasoning: where we explore the meaning and implications of the choices researchers make about what to research, in which tradition (or paradigm) to research it, methodology and method, and the relationship between those choices.

Sampling: where we see the difference between probabilistic and non-probabilistic sampling strategies (and for which type of research they are best suited

Design of a data collection tool: where we look specifically at the relationship between methodology and method, and discuss the contextual appropriateness of different types of data collection tools (e.g., questionnaire, interview schedule). We then look at how to construct a data collection tool, whether it is in the context of quantitative or qualitative research. Specific and less common data collection tools may be covered depending on the specific interests of the students.

Data analysis: where we discuss some key principles in both quantitative and qualitative data analysis, and the principle difficulties researchers are likely to encounter. Specific data analysis procedure and/or software may be covered depending on the specific interests of the students.

Part 3: Teaching and learning methods

Teaching and learning methods: The teaching and learning approach to this module is underpinned by three principles: 1) learning happens most effectively within a supportive community of learners; 2) the learning is centred around students' projects; 3) the activities we undertake together are celebratory of diversity in research, and we reject methodological monism.

That learning happens most effectively within a supportive community of learners is an idea that has far-reaching implications. In the first place, it leads to a rejection of the banking system of education. As you may have experienced before, for many educators, teaching is underpinned by the assumption that memorising information and regurgitating it at the desired moment constitutes a meaningful form of learning. Within the banking system of education, learning is mostly an individual process where a teacher transmits 'knowledge' to the individual learner. An alternative to this is the problem-posing education model, where students work individually and collectively toward solving concrete problems presented to them. In the second place, the idea that learning happens within a community of learners is a reminder that as a group, we all have a role to play and a responsibility to participate and contribute to the learning. The sessions are designed for you to progress the development of your dissertation project through collective discussions and

feedback-giving. It requires an active engagement from you.

Student-centred learning is an approach to education centred on the interests of the students within a learning community. A student-centred approach in its purest form means that students choose what they want to engage with, how they will engage with it, and how they will assess their learning. Students are seen not as the passive recipients of knowledge being communicated by the tutor, but as active and responsible participants in the development of their learning collective. Doing a dissertation involves deciding what phenomenon you want to study, how you want to study it, and within the established conventions of the research community you want to engage with, deciding how you will demonstrate the learning you have achieved. As such, doing a dissertation is the ultimate student-centred learning experience. The need for you to take active responsibility for your learning underpins the design of the classroom activities. We will spend an important proportion of classroom time discussing the weekly development of your own project, and supporting each other's work in the process.

Finally, the activities we undertake together are celebratory of diversity in research, and among the student body. Researchers tend to invest a lot into certain methodologies and methods (which we can also call 'research traditions', or 'paradigms'). For that reason, they often tend to hold the belief that their own research tradition is the best one, the most insightful one, the most rigorous one, or the most meaningful one. Thus, the greatest effort we will all need to do is to keep an open and curious mind, as we would otherwise be deprived of the pleasures and benefits of making intellectual discoveries. We will also acknowledge the diversity of the student body. Different students will have different backgrounds, interests, learning styles, and skills. This is something we will aim to capitalise on.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Organise and structure an effective research plan

MO2 Critically discuss and appraise relevant literature

MO3 Make and defend informed and meaningful choices in relation to methodology.

MO4 Make and defend informed and meaningful choices about methods of data collection and analysis

MO5 Synthesise complex information from multiple sources to arrive at coherent and well reasoned conclusions

MO6 Apply ethical considerations in research design and data collection

MO7 Communicate complex information, evaluation and analysis to a professional standard

MO8 Understand the research process as a whole, and understand the relationship between the different choices made in this process.

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 576 hours

Face-to-face learning = 24 hours

Total = 600

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Assessment

Component A1 : Project Proposal 5% - this encourages students to engage early in their research planning

Component A2 : Management dissertation - 95% . 12,000-16,000 words. This can be either a traditional or consultancy based dissertation.

Assessment components:

Dissertation - Component A (First Sit)

Description: Dissertation (12,000-16,000 words)

Weighting: 95 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Written Assignment - Component A (First Sit)

Description:

Weighting: 5 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Dissertation - Component A (Resit)

Description: Resubmission of re-worked dissertation amended in line with project supervisor's feedback.

Weighting: 95 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Written Assignment - Component A (Resit)

Description: Proposal

Weighting: 5 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Business with International Human Resource Management [Jan][FT][Frenchay][1yr]
MSc 2022-23

Business with Supply Chain Management [Jan][FT][Frenchay][1yr] MSc 2022-23

Business Management [Sep][FT][Frenchay][1yr] MSc 2022-23

Business with Digital Management [Jan][FT][Frenchay][1yr] MSc 2022-23

Business Management [DeITel] MSc 2022-23

Business Management [Sep][FT][NEU][1yr] MSc 2022-23

Business Management [Sep][PT][Frenchay][3yr] MSc 2020-21

Leadership and Management [Sep][PT][Frenchay][1yr] MSc 2022-23