MODULE DATA

MODULE TITLE	Research Methods
MODULE LEVEL	7
MODULE CREDIT POINTS	15
SI MODULE CODE (if known)	25-7E03-00C
MODULE JACS CODE	N600
SUBJECT GROUP	Organisational Behaviour & Human Resource Management

MODULE DELIVERY PATTERN   (✓ as applicable or give dates for non-standard delivery)
NB "Semester 3" ends on 31 July each year

LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	TBC
Sem 2 & 3		Sem 2		End Date	TBC
		Sem 3			

MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)	
Single Module Mark with Overall Module Pass Mark of 40%	✓
Single Module Mark - Pass/Fail only	
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%	
Up to Three Assessment Tasks - Pass/Fail only	
Other	
Overall Module Pass Mark **if other than 40%** (subject to approval)	**%**

MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5	
Is a timetabled examination required for the assessment of this module?	
Is a timetabled examination required for the reassessment of this module?	
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)	
Are any staff who are responsible for teaching on this module non-SHU employees?	

MODULE STATUS (✓ as applicable to status of module in the context of current proposal)	
Unchanged: an existing module, presented as unchanged from previous years	
Modified: an existing module being modified as a result of this validation, e.g.. changes to delivery or assessment pattern, title, credit weighting etc	✓
New: new module to be approved through current validation process	
If status is 'Modified', please give date when modified version is to be available from	Modified Version Available from January 2010

Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
	21	**29**	**100**	**150**

OTHER COURSES FEATURING THIS MODULE (please list below)

1 AIM OF THIS MODULE

Research methodology underpins many substantive aspects of management practice in that it facilitates the development of reflective management capability. The aim of the module is, therefore, to provide an understanding of the nature of management research. More specifically, it is designed to introduce the different forms of research strategies available for social science research, and to develop an understanding of the role of theory and the relationship between theory and practical research. The module is designed to develop the student's knowledge and reflective understanding of methodological issues in research with specific reference to their chosen area of specialism, and to provide the essential frameworks and concepts for the student

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Identify the characteristics of a good research project and critically examine and evaluate published research.
2. Critically evaluate the role of theory in research methodology, management research, and consultancy practice.
3. Develop a critical understanding of the strengths and weaknesses of a variety of research methodologies and their associated methods and to analyse the main issues that need to be considered in the interpretation of qualitative and quantitative data.
4. Explain and appraise the epistemological and ontological differences between different theoretical research perspectives
5. Critically evaluate alternative strategies for conducting research and select the most appropriate methodological strategy for your own research questions
6. Demonstrate awareness of the ethical and professional issues that are involved in research, both from a user and researcher perspective.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

1.1.1.1 The management research process an introduction
1.1.1.2 Developing and undertaking research
  - Starting management research
  - The role of theory and inductive versus deductive strategies
1.1.1.3 Making methodological choices - the philosophical basis.
  - Ontology, epistemology and methodology in management research
  - The debates between methodological alternatives

Research methodologies compared
  - Experimental Research Designs in Organisational Research Experimental or classical approach to research
  - Survey Research Design
  - Ethnography, grounded theory & case study design
  - Action research

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

The learning strategy adopted will encourage participants to develop a critical and reflective approach to course content and learning outcomes and the module will utilize a variety of teaching and learning methods including:

Tutor led lectures / discussion sessions designed to introduce concepts, models and theories and to provide the opportunity for discussion of the emerging issues and themes

Problem based exercises providing the opportunity to test out participants' knowledge and application of themes, tools and techniques developed during the lectures and discussion sessions or drawn from directed reading.

The module also has a Blackboard site. This will include such items as the PowerPoint slides used during the module, documentation and suggested and core readings.

5   THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

The assessment will be through a reflective assignment in which the student is encouraged to reflect and theorise on their intended research projects. As this module is a core for the four specialist routes and as each specialism may have different requirements, in terms of their dissertation criteria, students will have a choice of assignment task.

Typically the learning outcomes will be assessed through **either**

(1)   An assignment in which students will be asked to critically reflect upon the implications of adopting differing methodological and philosophical approaches on the outcomes of their proposed organizational interventions and management research.

e.g. *'There is an ontological discontinuity between human beings and it beings ...... …Persons are distinguished from things in that persons experience the world, whereas things behave in the world'* (R.D.Laing, 1967, p. 53).

Critically evaluate the methodological implications of this statement for undertaking the research required for the M.Sc. dissertation.

OR

(2) An assignment that requires the student to identify a suitable area for dissertation research and to develop a **research proposal**. The proposal will allow the student to demonstrate the key elements of their research design - a reflective understanding of the methodology, a critical review of published literature and an evaluation of the proposed research design.

In the assignment option (1) students will be required to demonstrate:

LO	Pass
2/3	Selection and explanation of the relevant theory, concepts and research methods literature that shows a useful relationship with issues of research design.
5	Show that the theory and concepts can be applied to discussing the assignment question and not just recounted to air knowledge;
4.	A focus upon contentious and problematic issues. Therefore, the essay must contain a well argued case with an appropriate structure and obey academic

	conventions regarding referencing etc.
6	that where possible, the issues have been related to the writer's personal experience and that their implications for the proposed research are discussed from a personal perspective
1	That they have distilled the implications of any theoretical discourse for knowledge and management practice within the area of their specialism.

In the assignment option (2) students will be required to demonstrate:

LO	Pass
1	*Research Focus:* Make a clear statement of the purpose of the research and presents a competent rationale regarding the relevance of the research issue to be studied;
2	*Literature:* Demonstrate a critical knowledge & understanding of the literature relevant to the proposed research
4/5	*Theoretical Framework:* Show an excellent knowledge of the theoretical issues of research methodology
3	*Research Design:* Show the ability to synthesise relevant theoretical and practical approaches
6	*Practical Outcomes/Research Plan:* Demonstrate an appreciation of the potential problems, the theoretical & practical outcomes of the research,

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Assignment	100	4,500	No	

6   THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback on performance on the module will be given formatively through:
- an emphasis on developing tutor-student dialogue and the pursuit of learning through a collaborative and supportive learning environment
- Clarification of expected learning through regular discussion of the assessment for this Module.
- Facilitating individual development through the reflective nature of the assessment and its relationship to relevant experience, skills, theory and practice.

Summative feedback will be given in the form of criterion based feedback against the assessment criteria and will identify strengths and weaknesses in the written submission. Typically, the feedback will be sent to the student within six weeks of the piece of work being handed in assuming they meet the suggested deadlines for submission.

7   THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

The module has a Blackboard site on which are placed key documents, key readings from journals and PowerPoint presentations provided by academic staff, access to journal articles and other resources.

Key texts

Gill, J. & Johnson, P (2002) *Research Methods for Managers*, (3rd Ed.) Sage

Bryman, A. & Bell, E. (2003) *Business Research Methods.* (2nd Ed.) Oxford University Press.

Easterby-Smith,M., Thorpe, R. & Jackson, P. (2008) *Management Research (3rd Ed).*London: Sage

Other useful secondary texts include:

Cassell, C., & Symon, G. (2004) *Essential Guide to Qualitative Methods in Organizational Research.* Sage

Silverman, D. *Qualitative Research: Theory, Method & Practice* (2nd Ed.) Sage, London, 2004

Saunders, M., Thornhill, A. &Lewis, P. (2006)*Research Methods for Business Students (4rth ed.),* FT Prentice Hall.

Coffey, A., & Atkinson, P. (1996) *Making sense of qualitative data: complementary research strategies.* Sage: Thousand Oaks, CA*.*

And for a deeper critique of underlying philosophical issues

Johnson, P. &.Duberley, J. (2002) *Understanding management Research: An Introduction to Epistemology*. Sage, London, 2002

Blaikie, N. (2007) *Approaches to social enquiry*: advancing knowledge (2nd Ed.) Polity

FINAL TASK

| According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy) | Task No.

1 |
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review