MODULE DESCRIPTOR

TITLE	Research Methods
SI MODULE CODE	44-7782-00L/C
CREDITS	15
LEVEL	7
JACS CODE	N600
SUBJECT GROUP	OB/HRM
DEPARTMENT	Management
MODULE LEADER	September – Helen. Richardson January – Christine O'Leary

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
30	NA	120	150

MODULE AIM

The broad aim of the module is to prepare students progressing from the diploma to masters level of the programme for their dissertation as well as equipping them to interpret and evaluate published research so that they can develop evidence-based HR policy. It is designed to develop the students' knowledge and reflective understanding of methodological and philosophical issues in research and also their capability to design a research project and to select, justify and execute appropriate research methods.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

1. Evaluate the epistemological and ontological differences between different research methodologies.
2. Evaluate the strengths and weaknesses of a variety of business and management research methods.
3. Analyse the main research issues that need to be considered when preparing quantitative and qualitative data for analysis
4. Demonstrate awareness of the ethical issues that are involved in research both from a user and researcher perspective.
5. Produce a justified research design for a human resource dissertation, together with an appropriate project plan for its execution.
6. Conduct an initial literature review for the dissertation that draws on a wide range of appropriate published research and which critically examines and evaluates the published research.

INDICATIVE CONTENT

Turning research ideas into research projects
- Generating research topics in management -Planning the research topic; Reviewing the literature
- Ethical controversies and dilemmas in the research process

Making methodological Choices: The philosophical basis
- Ontology, epistemology and methodology in management research;
- Choices and the problems of justification of methodology - the debates between methodological alternatives

Developing and undertaking research methods
- The management research process and approaches to management research: Inductive versus deductive strategies
- Experimental or classical approach to research; Survey methodology; Qualitative Research - ethnography, theory and practice: Case study approach

Data Collection & Analysis
- Questionnaire Design; Research Interviewing; Observational methods
- Quantitative and Qualitative data analysis
- Preparing and presenting a research proposal; Developing realistic recommendations for human resource policy and practice

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS
Students will be supported in their learning, to achieve the above outcomes, in the following ways;
This module will be taught in block format, utilizing whole-class sessions which allow the flexible use of time to include lectures that introduce keynote ideas and issues, debates and discussions, desk-based case studies and exercises, group work and students presentations. In addition to formal class contact times, students will be provided with a substantial reading list (articles from professional and academic journals and text-books) that should be drawn upon to support class activities and underpin learning and completion of the assessment.
Students will be expected to prepare for the module by searching for relevant articles, either in hard copy, or through electronic databases.
Students will be asked to present evaluations of published research and to present their emerging ideas for their own dissertations. A key part of the learning process will be through formative feedback from peer discussion and evaluation of each other's' proposed approaches.
The module is assessed entirely by coursework that requires the students to identify a suitable area for dissertation research in the field of human resource management and to develop a realistic and well justified research proposal.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Individual presentation	PR	20		Y
2	A research proposal	CW	80	2000	N

FEEDBACK
Students will receive feedback on their performance in the following ways:

- In classroom discussion with tutors and peers based on a critical analysis and review of the literature, research and case study materials;
- By using formative feedback from research methods presentations and the marking grid to help with improving academic research capability and writing skills with accordance with the university timescales for providing feedback.
- Through written feedback from tutors on the research proposals;

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)
Students will be expected to utilise the research databases that are identified in the module guide to help in their research to identify the research objectives for the dissertation. The recommended texts include:

Blaikie, N. (2007) Approaches to Social Enquiry (2nd Edition). Cambridge: Polity.

Bryman, A. & Bell, E (2011) Business Research Methods (3rd Edition). Oxford University Press

Bryman, A. (2004) Social Research Methods (2nd Ed.) Oxford University Press

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

Collis, J. & Hussey, R. (2003). Business Research: A practical guide for undergraduate and postgraduate students (2nd ed.). Macmillan, London,

Easterby-Smith, M., Thorpe, R. & Lowe, A (2002). Management Research: An Introduction *(2nd Ed.)* Sage, London

Gill, J. & Johnson, P (2010) Research Methods for Managers*, (4th ed.),* Sage: London

Gray, D.E. (2004) Doing Research in the Real World. London: Sage.

Guba, E. and Lincoln (1989) Fourth Generation Evaluation. London: Sage.

Jankowicz, A.D (1983). Business Research Projects, 2nd Ed., London: Chapman & Hall.

Johnson, P. & Duberley, J (2000) Understanding Management Research, London: Sage.

Johnson, P. & Clark, M. (2006) *Business and Management Research Methodologies,* London: Sage

May, T. (1997) Social Research: Issues, Methods and Process *(2nd ed.).* Open University Press: Buckingham.

Maylor, H. & Blackmon, K. (2005) Researching Business & Management. Basingstoke: Palgrave.

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

Silverman, D. (2000) Doing Qualitative Research: A Practical Handbook. London: Sage.

Silverman, D. (ed.) (2004) Qualitative Research: Theory, Method & Practice. London: Sage

SECTION 2   MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	**09/2013**

MODULE DELIVERY PATTERN - *Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

	Module Begins	Module Ends
Course Intake 1	September 2013	May 2014
Course Intake 2	January 2014	December 2014
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
***Overall PERCENTAGE Mark of 40%**	Y
***Overall PASS / FAIL Grade**	N

*Choose one only – module <u>cannot</u> include both percentage mark and pass/fail graded tasks

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N

If sub-tasks / activities are to be used this must be approved within the Faculty prior to approval. Sub-task / activity marks will be recorded locally and extenuating circumstances, extensions, referrals and deferrals will not apply to sub-tasks / activities.

FINAL TASK

According to the Assessment Information 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 Information Grid in Section 1 of the Descriptor)	Task No. 2

NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%. **NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.**	