



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Welcome to Research Methods and Field Study Experience (BMTP5022)



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Transforming Education, Transforming Lives

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BMTP5022 – Research Methods and Field Study Experience Week 14

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Reminder

Assignment 2 Deadline (Video)



**Friday, 13th February 2026
by 23:59pm**



Please remember to give me access to view your recording.

Aims For Today

- **Testing your Knowledge & Understanding**
- **Looking Ahead**
- **Module Summary & Feedback**
- **Assignment Q&A**



Learning Objectives

By the end of this lecture, you will be able to:

- summarise key themes explored in the Research Methods & Field Study Experience module
- identify methodological, ethical, sampling and validity issues and propose improvements
- evaluate the overall purpose and value of the module and how its content can support your future studies and careers





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Testing your Knowledge and Understanding

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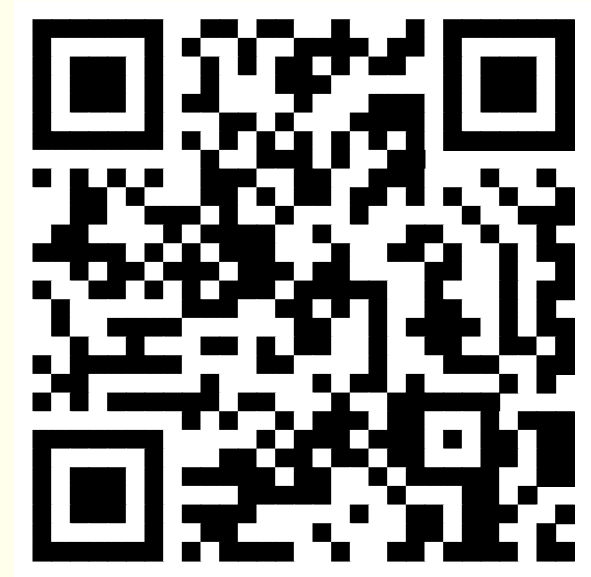
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Join the Vevox session

Go to **vevox.app**

Enter the session ID: **150-814-404**

Or scan the QR code





Which sampling method is most likely to introduce **sampling bias**?

Random sampling

0%

Stratified sampling

0%

Convenience sampling

0%

Systematic sampling

0%



5

Join at: vevox.app

ID: 150-814-404

Preparing Results

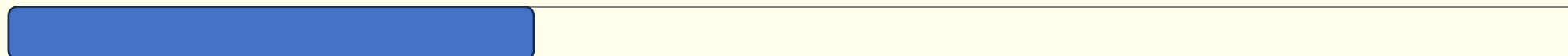
Which sampling method is most likely to introduce **sampling bias**?

Random sampling



20%

Stratified sampling



20%

Convenience sampling



60%

Systematic sampling



0%

RESULTS SLIDE



A key ethical principle in field research is **informed consent**, which means:

Participants are paid

0%

Participants understand and agree to take part

0%

The researcher chooses participants

0%

Data must be quantitative

0%



5

Join at: vevox.app

ID: 150-814-404

Preparing Results

A key ethical principle in field research is **informed consent**, which means:

Participants are paid



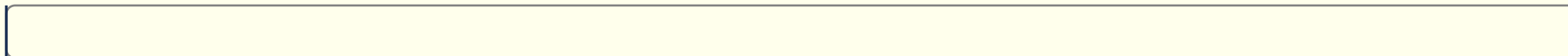
0%

Participants understand and agree to take part



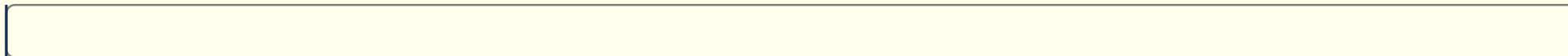
100%

The researcher chooses participants



0%

Data must be quantitative



0%

RESULTS SLIDE



Define the difference between **primary** and **secondary** data.



Define the difference between **primary** and **secondary** data.

primary data- data
researcher will collect e.g
questionnaires

Primary - researching first
hand
Secondary - researching
data that's already been

My mind has gone blank
😞 😞 (1)

Primary data is found
yourself
Secondary data is other
sourced information (1)

Primary - you're own
research
Secondary - other
people's research (1)

RESULTS SLIDE

Correct Answer: Primary data is collected first-hand by the researcher (e.g. interviews, surveys, observations).

Secondary data is collected by others and already exists (e.g. reports, statistics, articles).



A pilot study is conducted to:

Replace the main study

0%

Increase sample size

0%

Publish early results

0%

Test research tools and procedures

0%



5

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Preparing Results

A pilot study is conducted to:

Replace the main study



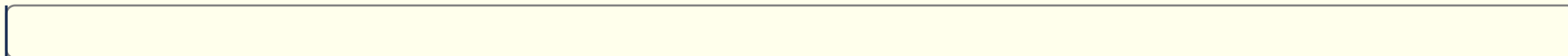
20%

Increase sample size



40%

Publish early results



0%

Test research tools and procedures



40%

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A focus group is best described as:

A one-to-one interview

0%

A structured experiment

0%

A guided group discussion used to gather shared views

0%

A type of observation

0%



5

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Preparing Results

A focus group is best described as:

A one-to-one interview

0%

A structured experiment

0%

A guided group discussion used to gather shared views

100%

A type of observation

0%

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Name one advantage and one limitation of using questionnaires.



Name one advantage and one limitation of using questionnaires.

lack of numbers convenient
not as much detail

a personalized data limit information

easy to collect data undepth answers

some data wrong

easy distribution diversity

RESULTS SLIDE



One advantage of using **focus groups** is that they:

Guarantee honest responses

0%

Allow interaction and discussion between participants

0%

Replace surveys entirely

0%

Remove researcher influence

0%



5

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ID: 150-814-404

Preparing Results

One advantage of using **focus groups** is that they:

Guarantee honest responses



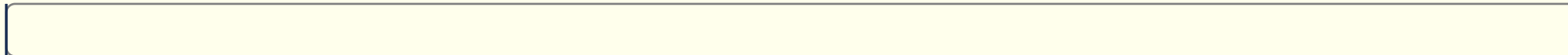
0%

Allow interaction and discussion between participants



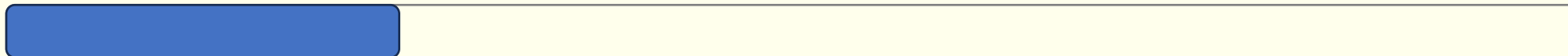
80%

Replace surveys entirely



0%

Remove researcher influence



20%

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Which type of observation involves the researcher **actively participating** in the group or setting?

Structured observation

0%

Non-participant observation

0%

Participant observation

0%

Systematic observation

0%



5

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ID: 150-814-404

Preparing Results

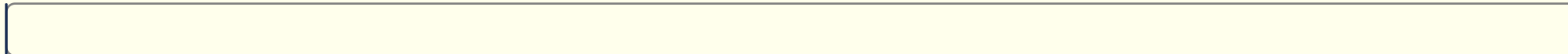
Which type of observation involves the researcher **actively participating** in the group or setting?

Structured observation



40%

Non-participant observation



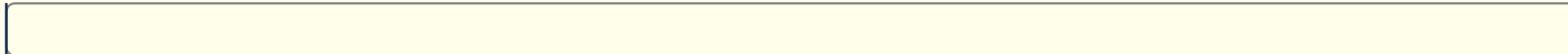
0%

Participant observation



60%

Systematic observation



0%

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During a focus group, one participant dominates the conversation.



During a focus group, one participant dominates the conversation.

Noooo (1)

Give my input (1)

I'd tell them to shut up
(1)

Lead participant (1)

Correct Answer: Politely encourage quieter participants to speak and manage turn-taking. This ensures balanced data and prevents bias.

RESULTS SLIDE



Structured observation is characterised by:

Using a checklist or predefined criteria to record behaviour

0%

Observing freely without predetermined categories

0%

Only observing in a laboratory

0%

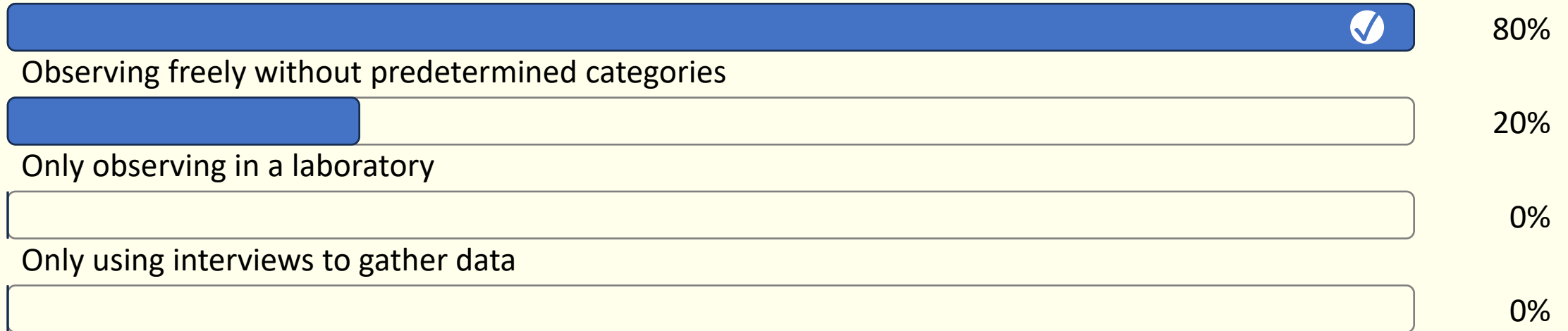
Only using interviews to gather data

0%



Structured observation is characterised by:

Using a checklist or predefined criteria to record behaviour



RESULTS SLIDE



**WELL
DONE!**

A graphic featuring the words "WELL DONE!" in a bold, orange, sans-serif font. The text is centered within a light yellow rectangular area. Surrounding the text are several short, orange, diagonal lines of varying lengths, creating a sunburst or starburst effect.

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Research Review Panel – Example 1

In small groups, act as a research review panel. Examine the study carefully, identify any flaws, and discuss practical ways to improve it. Focus on making constructive suggestions that would strengthen the research.
Be ready to present your group's feedback to the class.

**A researcher wants to understand national student stress levels.
They send a Google Form to 15 friends from their course WhatsApp group and
receive 12 responses. They conclude:
*‘Most university students in the UK are extremely stressed’***

Research Review Panel – Example 1 (contd.)

Flaws

- tiny sample size
- convenience sampling
- not representative
- same course/institution
- self-selection bias
- overgeneralisation
- vague measurement of “stress”



Possible Fixes

- ✓ larger sample
- ✓ stratified sampling (e.g. UG, PG)
- ✓ multiple universities
- ✓ validated stress scale
- ✓ clearer claims



Research Review Panel – Example 2

In small groups, act as a research review panel. Examine the study carefully, identify any flaws, and discuss practical ways to improve it. Focus on making constructive suggestions that would strengthen the research.
Be ready to present your group's feedback to the class.

**A student observes people in a campus café and secretly records conversations to analyse social behaviour. They do not tell anyone because:
*‘If people know they’re being observed, behaviour will change.’****

Research Review Panel – Example 2 (contd.)

Flaws

- lack of informed consent
- covert recording
- privacy issues
- possible harm
- data protection concerns
- ethics approval required
- identifiable data



Possible Fixes

- ✓ visible observation only
- ✓ signage
- ✓ consent
- ✓ anonymisation
- ✓ ethics approval
- ✓ no recording of conversations



*The **Hawthorne Effect** is when people change their behaviour because they know they're being watched or studied.

Research Review Panel – Example 3

In small groups, act as a research review panel. Examine the study carefully, identify any flaws, and discuss practical ways to improve it. Focus on making constructive suggestions that would strengthen the research.
Be ready to present your group's feedback to the class.

**A group plans outdoor observations for 3 days.
It rains heavily all week.**

They collect no data but still write results based on what they expected to see.

Research Review Panel – Example 3 (contd.)

Flaws

- weak design
- no data
- fabrication risk (*academic misconduct*)
- lack of contingency plan
- bias



Possible Fixes

- reschedule
- alternative methods
- reflexive write-up
- acknowledge limitations





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Looking Ahead

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**How will you use
research skills in
your career?**

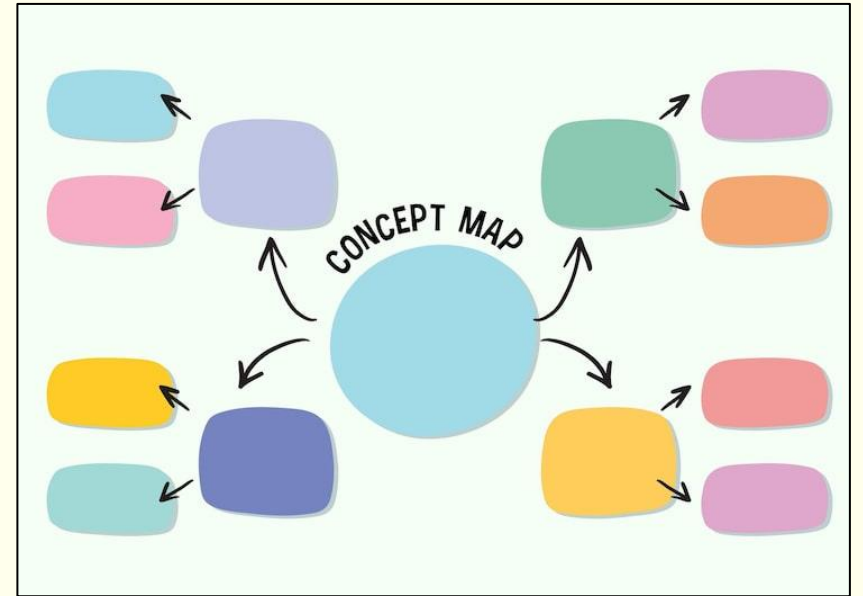
**What would you
do differently
next time?**

**What surprised
you about
fieldwork/
research?**

**What does
ethical research
look like outside
university?**

Looking Ahead – Mind Map

- ☐ Create a **mind map** showing how your newly gained research skills can be used in the travel/tourism/event industries.
- ☐ Consider areas of work, applications and roles (e.g. event planning, tour operator etc.)
- ☐ Be ready to share your mind map and explain your ideas to the class.



Research in the Tourism & Travel Industry

Tourism Development & Destination Management

Applications:

- ✓ Conducting visitor satisfaction surveys to improve destination offerings
- ✓ Assessing environmental and social impacts of tourism development
- ✓ Analysing tourist behaviour patterns to inform policy or infrastructure plans

Useful for roles such as:

Destination manager, tourism development officer, local authority tourism planner



Research in the Tourism & Travel Industry (contd.)

Market Research

Applications:

- ✓ Running consumer insight studies to identify new market segments
- ✓ Evaluating brand perception and marketing campaign effectiveness
- ✓ Conducting competitor analyses for travel products and services

Useful for roles such as:

Market analyst, product development executive

**MARKET
RESEARCH**



Research in the Tourism & Travel Industry (contd.)

Hospitality Management

Applications:

- ✓ Collecting guest feedback to improve service quality
- ✓ Monitoring trends in guest expectations (e.g. sustainability, wellness)
- ✓ Assessing operational efficiency through observational studies

Useful for roles such as:

Hotel or restaurant operations manager, guest experience manager



Research in the Tourism & Travel Industry (contd.)

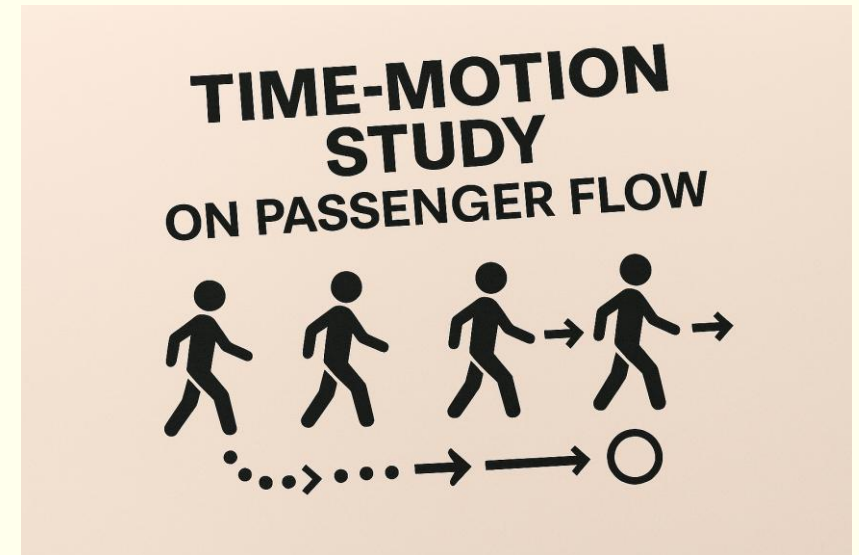
Aviation & Airport Operations

Applications:

- ✓ Conducting time-motion studies to improve passenger flow
- ✓ Surveying travellers to identify service pain points (e.g. check-in, security)
- ✓ Analysing flight route demand for network planning

Useful for roles such as:

Airline analyst, airport operations manager, customer experience lead



Research in the Tourism & Travel Industry (contd.)

Tour Operations & Travel Agencies

Applications:

- ✓ Conducting product testing and feedback on new tour itineraries
- ✓ Analysing booking patterns and customer preferences
- ✓ Evaluating supplier performance (e.g. hotels, transport providers)

Useful for roles such as:

Tour product developer, travel consultant, quality assurance executive



Research in the Events Industry

Audience & Market Research

**MARKET
RESEARCH**



What for:

- ✓ Identifying target audiences for festivals, conferences, exhibitions
- ✓ Understanding attendee motivations, behaviours, barriers
- ✓ Designing events that match audience needs

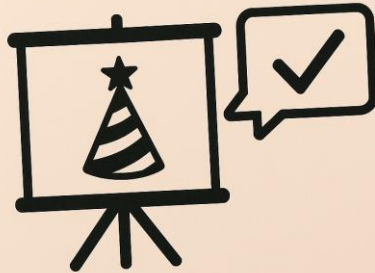
Industry examples:

- Conducting surveys to profile potential attendees for a new city festival
- Analysing social media engagement trends before planning a marketing campaign

Research in the Events Industry (contd.)

Feasibility Studies & Event Concept Testing

EVENT CONCEPT TESTING



What for:

- ✓ Determining whether a proposed event is viable
- ✓ Estimating demand, interest, potential community benefit or market gaps
- ✓ Presenting evidence-backed proposals to stakeholders and investors

Industry examples:

- Running focus groups to test a new conference theme
- Using secondary data to assess whether a new music event could impact local competitors.

Research in the Events Industry (contd.)

Risk Assessment & Safety Planning

RISK ASSESSMENTS



What for:

- ✓ Identifying potential operational, reputational or financial risks
- ✓ Using data to evaluate probability and impact
- ✓ Making proactive risk mitigation plans

Industry examples:

- Collecting field data on crowd movement for improved site design
- Analysing transport patterns to plan safer ingress/egress

Research in the Events Industry (contd.)

EVENT ATTENDEE SATISFACTION SURVEY

How would you rate
your experience?

- ☒ EXCELLENT
- ☐ GOOD
- ☐ AVERAGE
- ☐ POOR

Customer Experience Evaluation

What for:

- ✓ Improving attendee satisfaction
- ✓ Measuring service quality
- ✓ Providing insights into what worked and what needs improvement
- ✓ Demonstrating KPIs and event success
- ✓ Enhancing event design based on real user feedback

Industry example:

- Administering post-event surveys

Research in the Events Industry (contd.)

Trend Analysis & Strategic Planning

**TREND
RESEARCH**



What for:

- ✓ Identifying emerging trends in consumer behaviour, technology, and culture
- ✓ Identifying new opportunities for innovation

Industry examples:

- Analysing secondary industry reports to identify future festival trends
- Using landscape scans to explore new event technologies (e.g. AR/VR)

Research in the Events Industry (contd.)

Sustainability & Environmental Impact Monitoring

SUSTAINABILITY REPORTS



What for:

- ✓ Assessing waste, energy use, travel emissions
- ✓ Creating sustainability reports
- ✓ Developing improvement strategies

Industry examples:

- Conducting observational research on attendee recycling behaviours
- Using sampling techniques to measure food waste volumes

Research in the Events Industry (contd.)

Community & Stakeholder Engagement

INTERVIEWS WITH STAKEHOLDERS



What for:

- ✓ Understanding local community concerns
- ✓ Building positive relationships with residents, councils, or partner organisations
- ✓ Gathering evidence to support licensing applications

Industry examples:

- Running interviews with local residents about noise impacts
- Mapping stakeholder interests and influence using qualitative data



**Why study this
module?**

**What transferable
skills did you
learn?**

Aim

- To provide the student with the critical academic underpinning to plan and undertake industry and subject specific field study research related to their level 5 studies utilising a real-life opportunity to critically research, review and evaluate a chosen industry topic and put forward informed recommendations to improve performance.



Module Learning Outcomes

Upon the successful completion of this module, the student should be able to:

- use academic skills to undertake a field study research excursion within a chosen travel, tourism, event, leisure, or resort destination; 
- effectively use appropriate research methods to investigate and review the performance of travel, tourism, event, or leisure operations and offer effective recommendations to improve the product performance and experience 

Looking Ahead – Transferable Skill Set

Practical research skills

- ✓ interviews, surveys, focus groups, observations, data analysis

Critical Thinking & Problem Solving

- ✓ Evaluating research methods and spotting flaws
- ✓ Making decisions when data is incomplete or unexpected
- ✓ Redesigning data collection methods (e.g. questionnaire design)

Effective Communication & Interpersonal Skills

- ✓ Writing a research proposal, presenting findings, visualising data
- ✓ Building rapport, discussing results with peers (e.g. interview, focus group exercises)
- ✓ Collaboration, active listening, empathy

Looking Ahead – Transferable Skill Set (contd.)

Adaptability & Resilience

- ✓ Coping with unexpected challenges in the field
- ✓ Modifying plans while maintaining research integrity

Organisation & Project Management

- ✓ Planning fieldwork with time and resources in mind
- ✓ Keeping data organised, scheduling, meeting deadlines

Ethical Awareness & Responsibility

- ✓ Applying consent, privacy and ethical frameworks
- ✓ Reflecting on the social and environmental impact of research

The 21st Century Skill Set

The world of work is changing. Technology is reducing the need for manual and routine labour, leading to increasing unemployment in many sectors. Companies today expect young people to have a range of skills, including:

- **Strong interpersonal skills**
- **Skilled communication**
- **Critical thinking**
- **Creative problem solving**

Today's young people also need to be able to solve complex, multidisciplinary and open-ended problems, which require active and continuous learning throughout their careers.

Module Feedback

Activity (10 minutes):

Please complete the **Module Feedback Questionnaire** on Moodle.

**Holiadur Adborth Modiwl /
Module Feedback
Questionnaire**



Any Questions?

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If you have any questions, please do not hesitate to contact me via email.

(l.bassler@uwtsd.ac.uk)

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