

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	DBA		
Module:	Qualitative Research Methods		
Module code:	HKBM7003	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Dr. Tamara Savelyeva	Internal Verifier:	
Assignment Title:	Research Article	Word count (or equivalent):	7, 500
Submission deadline:	October 31, 2022	Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from Module syllabus)

By the end of this Module students will:

1. Critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques.
2. Critically assess the contexts appropriate for qualitative research techniques, and be able to apply qualitative data collection and analysis techniques in order to address a research question.
3. Generate a preliminary research proposal around some topic of interest that is suitable to be investigated through qualitative research methods.

ASSESSMENT DESCRIPTION

Task	MLOs	Weighting (%)	Description
<i>Written research article</i>	1, 2, 3	100%	This course requires students to complete one assessment task and write a research article of 7,500 words in total length.

TASK DESCRIPTION

The *Written Research Article* will include three components: 1. An overall abstract; 2. Evaluation of a current research article; and 3. An original research proposal. Students are not expected to conduct an actual research project. Instead, students shall identify a relevant, ethical, and authentic topic for their *Written Research Article*.

1. Overall abstract (~1000 words)

In this component of the *Written Research Article* students are required to formulate a topic of their paper and summarize their main points, which might include: Title of your research (typically no more than 12 words), Problem under investigation, Participant information, Essential features of the study design, approach, and method; Listing of 5-7 keywords.

2. Evaluation of a current research article (~ 3,000 words)

You are asked to choose an article from a top journal in your field that uses a qualitative research methodology and write a critical review about it. The goal is to evaluate and critique a piece of qualitative work in your field of study. Ideally, the article shall be related to your proposed research topic.

- Choose an article from a top journal in your field that uses a qualitative methodology
- Verify with the module leader that your chosen article is appropriate (this may be done verbally during classes)
- Choose an article that employs a method that is of particular interest to you, if your field has embraced qualitative methods and you have many articles to choose from
- Choose an article that is related to your proposed research
- Write a critical review of this article with a specific attention to a qualitative research method

The Evaluation of a Current Research article shall include the following parts:

- Full citation of the article.

- Description of the research philosophy and theoretical perspectives, which author(s) selected to ground their study
- Description of the data collection method(s), which author(s) employed in their study
- Critique of the qualitative research methods and procedures that author(s) used in their study

2. Research proposal (~3,500 words)

You are asked to write up a tentative research proposal. The goal is to analyse a research question suitable to be investigated through qualitative research methods. Ideally, the research question shall be linked to the topic of your doctoral dissertation. The proposal shall include the following sessions: (1) Introduction (2) Theoretical Background – brief introduction to the topic of research, overview/critique of the key literature; (3) Methodology: research question, justification of suitable qualitative method(s), research design, data quality procedures, data collection procedures, ethical procedures, description of the data analysis procedure; (4) Implications for research: How does the qualitative method enrich your research? What is the contribution to theory and practice of applying a qualitative method? (5) Significance: Why your research is important? Any limitation in thinking about this approach?

- Identify a research topic that can be addressed using qualitative data collection techniques. Confirm your choice of research question with the module leader in class.
- Identify how this research question is grounded in existing literature and how your question fills a gap or contradicts existing thinking.
- Propose a data collection guide that highlights the three data techniques you plan to employ. This might include procedures for data collection / data analysis / data quality
- Identify implications for research by answering questions: How does the qualitative method enrich your research? What are possible contributions to theory and practice of applying a qualitative method?
- Describe possible limitation in thinking about the qualitative approach employed in your proposed research.

Note: Mixed mode of research methodology is NOT allowed. Only qualitative methods can be used

FORMATTING AND LAYOUT REQUIREMENTS

Your writing shall follow an academic format suitable for publication in a peer reviewed journal. Please note the following when completing your written assignment

1. **Writing:** Written in English in an appropriate business/academic style
2. **Focus:** Focus only on the tasks set in the assignment.
3. **Formatting:**
 - Size.* A4 paper
 - Font.* Times New Roman or Arial fonts, size 12
 - Margins.* Normal. 2,54-centimetre space at each edge
 - Line space.* 1,5-centimetre line space
 - Pagination.* Page numbers are located in the top right corner
4. **Document format:** Microsoft Word
5. Ensure the assignment specification (Page 1) is attached to your assignment
6. Provide a bibliography using **Harvard referencing**
7. Format the assignment in **Harvard citation and referencing**, unless otherwise approved by the instructor.
8. **Research:** Research shall use reliable and relevant sources of information e.g. academic books and journals that have been peer reviewed. The research shall be extensive.

The use of a range of information sources is expected – academic books, peer reviewed journal articles, professional articles, press releases and newspaper articles, reliable statistics, company annual reports and other company information.

An overall mark out of 100 for the whole course will be awarded according to generic assessment criteria as stated in the student feedback form (please refer to p. 6-7).

GUIDANCE FOR STUDENTS IN THE COMPLETION OF THE ASSESSMENT TASK

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set; you should make use of scholarly reviews and primary sources, as appropriate (for example, refereed research articles and/or original materials appropriate to the discipline). You should provide evidence that you have accessed a wide *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using correctly a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment:

- Application of QR techniques to a research question - tailoring to your research question, apply the most appropriate qualitative research techniques.
- Literature review - your work must be informed and supported by scholarly material that is relevant; you should make use of scholarly reviews and primary sources, where appropriate (for example, refereed research articles and/or original materials).
- The philosophy and theoretical perspective being employed - you are required to identify and discuss the philosophy and theoretical perspective used in the qualitative research article. Elaborate using support from the literature.

2. Knowledge and Understanding Skills

At level 7, you should be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice, with a comprehensive understanding of techniques applicable to your own research or advanced scholarship. Your work must demonstrate your growing mastery of these concepts, principles, current challenges, innovation and insights associated with the subject area. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the contemporary concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding; ideally each should be complete and detailed, with comprehensive coverage.

Guidance specific to this assessment:

3. Cognitive and Intellectual Skills

You should be able to: evaluate critically current research and advanced scholarship in the discipline; evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; deal with complex issues both systematically and creatively to make sound judgements in the absence of complete data. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification for your arguments and judgements. Evidence that you have reflected upon the ideas of experts within the subject area is crucial to you providing a reasoned and informed debate within your work. Your choice of methodologies to gather data and information must be rigorously defended. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts. Sound, valid, persuasive conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment:

- A critique of the methods used - critically analyse the methods used, i.e. analysing the pros and cons of methods. Suggest ways to improve or alternative methods.
- Strengths & limitations of Qualitative Research Article - critically analyse the strengths and limitations of the article, e.g. in terms of methodology, design and results, backed up by evidence. Suggest ways to improve or alternative methods.

4. Practical Skills

At level 7, you should be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. This includes acting autonomously in planning and implementing tasks at a professional or equivalent level, originality in tackling and solving problems, and decision-making in complex and unpredictable contexts or situations.

You should be able to demonstrate mastery of the leading-edge subject-related concepts and ideas as they relate to real world situations and/or particular contexts. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in those contexts or circumstances, to assess current situations, perhaps to formulate plans or plausible, justifiable recommendations to solve problems, or to propose new models, or to create artefacts, which may be innovative and creative, thereby demonstrating your understanding of how the boundaries of knowledge are advanced through research and/or application. This is likely to involve, for instance, the use of real-world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others.

Guidance specific to this assessment:

- Critically analyse the ethical and methodological issues. Suggest ways to improve or alternative methods.
- Writing clarity, style, grammar: write in academic style to clearly convey your ideas and arguments.

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for postgraduate-level employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments. This includes demonstrating: the independent learning ability for continuing professional development to advance existing skills and acquire new competences of a professional nature that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks, projects and procedures, whether individually and/or collaboratively, to a professional level; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms for a variety of audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment:

- Paper Presentation - you are required to deliver a professional presentation that would be worthy of an academic conference. You should present the important information from your research proposal, including the abstract, research questions, research philosophy, literature review, description of context and participants, explanation of data collection steps, explanation of data analysis, preliminary findings, discussion that emerged from findings, and personal reflection.

STUDENT FEEDBACK FORM

Student's name:

Title:

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
Engagement with an extensive range of relevant and credible literature, informed by the latest research. Professional consistency in application of referencing skills	20	
2. Knowledge and Understanding Skills		
Systematic, conceptual understanding of knowledge Critical awareness of current problems and/or new insights Comprehensive understanding of techniques applicable to own research	25	
3. Cognitive and Intellectual Skills		
Critical evaluation/ critique of current research and methodologies Innovative hypothesising Systematic and creative synthesis of complex issues. Investigation of contradictory or incomplete information Strong, persuasive, arguments & sophisticated nuanced, judgements. Potential for journal publication or doctoral research	25	
4. Practical Application Skills		
Application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline Identification of complex problems & proposal of sophisticated, original solutions Application of techniques applicable to own research or advanced scholarship Originality in application of knowledge and techniques	15	
5. Transferable Skills for Life and Professional Practice		
Communication with an exceptionally high level of professionalism Coherency, fluency, professional presentation Teamwork, leadership skills Aspiration for further development	15	
Assessment Mark Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.	Late Submission Penalties (tick if appropriate)	
	Up to 1 week late (50% Max)	
	Over 1 week late (0%)	
		%

Comments:

Level 7	Fail	Fail	Marginal fail	Satisfactory (pass)	Good to very good (merit)	Excellent (distinction)	Exceptional (distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%

GENERIC ASSESSMENT CRITERIA

Level 7

In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	0-29%	30-44%	45-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An

informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	and/or advanced scholarship within the discipline.	latest research within the discipline.	scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	awareness of current problems and/or new insights though this may be under-developed occasionally.	the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places. Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal

Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations, practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.	publication or doctoral research. Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction,	Communication medium is inappropriate or misapplied. Work is poorly structured,	Communication medium is poorly designed and/or not suitable for the audience.	Can communicate in a suitable medium but with some room for improvement.	Can communicate effectively in a suitable format, but may have minor errors.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-	Can communicate professionally, confidently and consistently in a suitable format.	Can communicate with an exceptionally high level of professionalism.

autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills required in professional, postgraduate employment.	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate employment, with some areas of minor weakness.	Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas of strength and some of minor weakness.	structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent professional, postgraduate employment skills and a strong appetite for further development.	Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite for further development.
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