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

Module code: BMPF7004

Module title: Undertaking Research in Workplaces

MODULE STUDY HANDBOOK

Wales Academy of Professional Practice and Research

LEVEL 7
10 CREDITS

INSTITUTE OF MANAGEMENT AND HEALTH
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SUBJECT-SPECIFIC MATERIALS

WELCOME

We are delighted to welcome you to studying this module with the Wales Academy of Professional Practice and Research (WAPPAR).

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field. Our Academy staff are uniquely placed to support you as their expertise in academic practice is complemented by their extensive professional experience in the private, public and third sectors. Together you will be able to explore and extend practice in your field whilst attaining a credential of real value to yourself and your organisation.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- presentation of work
- deadlines

The Wales Academy of Professional Practice and Research (WAPPAR) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

The focus of our Professional Practice qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales Trinity Saint David acknowledges the importance of student-focused courses and has designed the Professional Practice portfolio of qualifications to maximise learning opportunities for all.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

MODULE TUTORS AND COORDINATORS

This handbook covers the Module below. The name and contact details of the tutors are also listed below.

Module	Module Coordinator /Tutor	Tel. No.	E-mail
Undertaking Research in Workplaces	Dr Christine Davies	01267 225148	Christine.davies@uwtsd.ac.uk

Programme director: Lowri Harris, 01267 676775, l.m.harris@uwtsd.ac.uk

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle.

Information on the following can be found in the above handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- responsibilities of students in relation to the assessment process
- virtual learning environment (VLE)
- programmes of study
- award in professional practice
- WAPPAR attendance policy
- unfair practice and plagiarism
- library and learning resources : https://www.uwtsd.ac.uk/library/
- student services: https://www.uwtsd.ac.uk/student-services/
- study skills: https://www.uwtsd.ac.uk/study-skills/
- complaints

If you have any concerns with your studies, in the first instance please contact your Course Tutor, or the Programme Director.

MODE OF DELIVERY

We generally make use of taught sessions, blended learning via Moodle our virtual learning environment, one-to-one tutorials. During the COVID19 pandemic, all teaching will be online.

The Module Descriptor and the reading list are below, followed by subject-specific materials.

MODULE CODE: **BMPF7004**

TITLE: Research in Workplaces

DATED: **26/04/2018**

LEVEL: **7**

CREDITS: **10**

JACS CODE: **N200**

AIM(S)

- To develop critical awareness of the key issues in undertaking research in work-based settings.

LEARNING OUTCOMES

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

- critically evaluate a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings, with due consideration to research ethics and issues of insider research.

INDICATIVE CONTENT

- Epistemological and ontological viewpoints and the way in which they affect research.
- Research methodologies.
- Research methods.
- Key ethical issues relevant to research, with a particular focus on the most common ethical considerations within insider research.
- Identification, discussion, and evaluation of potential research opportunities within the work-based context of the student.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	10%

Independent learning	20	20%
Placement learning	70	70%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7004**	
Module Title	**Research in Workplaces**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Essential	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Essential	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

Further	Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press**.**	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research* (4th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) *Participatory Action Research*, Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) *Doing a Successful Research Project - Using Qualitative and Quantitative Methods*, London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4th ed), *Management Research*, London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4th ed) *Research Methods for Managers*, London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) *Handbook of Action Research: Participative Inquiry and Practice*, London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students,* (5th Edition) London: Pearson Education Ltd.	☒
Further	**Websites** OpenLearn (2008) *LDT 3: Working with charts, graphs and tables* from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232. Palgrave' s Study Skills: http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

BMPF 7004 – Undertaking Research in Workplaces

Module Specific Marking Criteria

Mark	Marking Criteria
70+	An excellent critical evaluation unmistakably demonstrating a deep and systematic understanding of a selected range of methodological approaches and methods which could potentially be valuable for work-based research within a specified setting. Selected approaches are very effectively analysed and evaluated in terms of their possible strengths and weaknesses, and the discourse is very well supported from a wide range of sources. The specific relevance to context is substantially evidenced, and demonstrates the ability to link theory to practice and develop new concepts. Research ethics have been fully considered and evaluated in relation to the specific context. Work is presented and structured to an excellent standard. It demonstrates substantial critical analysis and in-depth knowledge and understanding applied to practice.
60 – 69 %	A good critical evaluation demonstrating systematic understanding of a selected range of methodological approaches and methods which could potentially be valuable for work-based research within a specified setting. Selected approaches are effectively analysed and evaluated in terms of their possible strengths and weaknesses, and the discourse is well supported from a range of sources. The specific relevance to context is evidenced, and demonstrates the ability to link theory to practice. Research ethics have been well-considered and evaluated in relation to the specific context. Work is presented and structured to a sound standard. It demonstrates critical analysis and knowledge and understanding applied to practice.
50 – 59 %	An adequate critical evaluation demonstrating some understanding of a selected range of methodological approaches and methods which could potentially be valuable for work-based research. Selected approaches are analysed and evaluated in terms of their possible strengths and weaknesses, and the discourse is supported from some suitable sources. The specific relevance to context is indicated, and there is an attempt to link theory to practice. Research ethics have been considered and evaluated to an extent. Work is presented and structured to an adequate standard. It demonstrates some critical analysis, and an adequate knowledge and understanding applied to practice.

Fail	An unsatisfactory assignment. Very insubstantial with serious deficiencies. No focus on relevant aspects and little or no coherence. Insufficient evidence of engagement with the subject. No understanding of approaches to research within a work-based setting. Work presented poorly with no evidence of structure or analysis. No work submitted.
Allocation of category / mark within each classification: Top pass category: the work meets all the criteria. Middle pass category: the work meets a substantial majority of the criteria. Bottom pass category: the work meets the bare requirements of the criteria.	

Note on assignment submission

Your tutor will explain how to submit assignments, but please note the following points:

1. Your tutor will explain your assessment task, and this will also be clearly indicated on Moodle. Assignments are judged according to set criteria which are based on the Learning Outcomes listed in the Module descriptor (see section on marking criteria)
2. Assignment submission is normally via Turnitin on Moodle. Full guidance on the use of Turnitin will be provided by your tutor.
3. Submission deadlines will be discussed and agreed with you. You will have one opportunity to submit a draft assignment (optional) prior to final submission.
4. Note that once the final assessment deadline has been decided it cannot be changed. The University does not permit extensions to deadlines.
5. If you cannot submit by the final deadline, your options are as follows:

a. Submit a claim for Extenuating Circumstances. This is appropriate when there is a valid, serious reason for non-submission, which may include recent unusually demanding work commitments. The claim must be made *within 21 days of the deadline*. A form is required for this – please contact your tutor (note the need for appropriate evidence). If your claim is upheld, a mutually convenient new submission date is determined, and there is no capping of marks. Note that regulations for Extenuating Circumstances are subject to review.

b. Submit up to *one week* late – the mark being capped at the pass-mark of 50%. Note that regulations for late submission are subject to review.

6. If you do not submit at all, you would be classed as a 'non-submission' at the Examination Board and the Board may provide one further opportunity to submit. The mark awarded would be capped at 50%.

Further information can be obtained from the UWTSD Academic Quality Handbook at: http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Some key research methods

(please complete this table during your first 7006 session)

Qualitative methods	
• Interview	
• Dialogue /Narrative	
• Focus group	
• Observation	
• Case study	
• Action research	
• Diary/ log	
Quantitative methods	
• Survey	
• Structured interview	
• Experiment	
• Content analysis	

Ethics – An Important Underpinning for all Research

No research can be carried out by UWTSD staff or students until ethical approval has been obtained (this will be undertaken within WAPPAR). The University's Research Ethics and Integrity Code of Practice (https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf) should be referred to for any research undertaking.

Consider the following questions:

Does your organisation have ethical guidelines or codes of conduct? If not, is there a professional body that might have appropriate guidelines?

What ethical issues might you encounter when conducting research in your organisation?

What steps might you take to address potential ethical issues?

The 'Insider-Researcher'

As work-based learners, your future research will be engaged with your particular place of work. Costley, Elliott & Gibbs (2010: 6-7) give the following advice:

> "As an insider in your professional field, you have expertise and experience that gives you and advanced level of knowledge of issues in your area of practice……To some extent, as a researcher, you have to take on the tradition of what is accepted as good research practice in your professional area of research. If you are able to combine these two roles well, you will be a successful insider-researcher…."

What sort of challenges might you find when researching within your own organisation?

How might you deal with these challenges?

Structuring a Critical Essay

NB: Be Clear, Concise, and Coherent!

Paragraphs (general)	**Your specific points**
Introduction – one paragraph ***Introduce the Content*** • Open the doors to your discussion • Outline how you propose to organise the assignment, ie. identify the key headings or topics within your discussion • Keep this paragraph general, and fairly short	
Main Body – a series of paragraphs ***The Content*** • Make your points in logical order • Link them to form an argument • Illustrate your ideas, or back up your points, with relevant academic sources, but don't insert too many quotes • At level 7, you should aim to show critical evaluation • Ensure that all sources of information, and all quotes, are referenced appropriately (use the UWTSD Harvard guide) • Explain all subject-specific terms, and all acronyms • Keep your writing clear and simple. Use complex terminology only if you need to make specific points	
Conclusion – one paragraph ***Summarise key points*** • Draw the account to a close by summing up some key points • Link to possible future actions	

- Check that you keep within the word count (References are not included in this)