



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

LEVEL/ LEFEL 7

SEMESTER: FEB 18 TERM - RESIT

MODULE CODE/ COD Y MODIWL: SBPD7002

QUALITATIVE RESEARCH

ASSESSMENT TYPE/ MATH O ASESU: ASSIGNMENT

ASSESSMENT/COMPONENT/ ASESIAID/CYDRAN: 1

COMPONENT WEIGHTING/ PWYSAU'R CYDRAN: 100_%

WORD COUNT/ NIFER Y GEIRIAU: 6000 -7000 WORDS

MODULE TUTOR / TIWTOR Y MODIWL: Dr John Paul OKEKE

SUBMISSION DETAILS/ MANYLION CYFLWYNO:

- **Make sure that Your Name , Your Student Number, Your Module Title, Assignment Title and Your Module Lecturer's Name are clearly shown on the front page of your assignment**
- **All assignments must be submitted electronically to Moodle.**
- **DO NOT put this form into Turnitin or it will match many similarities with other students' submissions.**



DBA ASSIGNMENT SPECIFICATION

Programme:	<u>DBA</u>		
Lecturer:	Dr. John Paul OKEKE	Internal Verifier:	
Assignment Title:	Qualitative Research		
Hand Out Date:	The 4th Week of Term	Submission deadline:	Please refer to the assessments schedule published on Students' Hall in Moodle and the Assessment Board on campus

• Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).
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Late submission will result in a late penalty mark, as follows:

Up to one week late, maximum mark of 50% for first attempts and 0% for resubmissions. No work will be accepted more than one week after the submission deadline
(Academic Quality Handbook 2016/17 7.5 (5))

Module Aim

- To provide a comprehensive grounding of the rationale and principles of qualitative research data collection, analysis and interpretation.
- To equip candidates with the knowledge required to undertake qualitative research at doctoral level.

Learning Outcomes

By the end of this module students should be able to:

- critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques (1).
- 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 (2).

CONTENT

- Foundation for Qualitative Research (Philosophical underpinning).
- The Planning and Formulation of Qualitative Research.
 - Issues of Credibility.
 - Moral and Ethical Perspectives in qualitative research.
 - Researcher Role (Reflexivity).
- Qualitative Data Collection.
 - Interviewing techniques, practice and issues (sensitivity, informal interviewing, repeat interviewing).
 - Observational Research.
 - Case studies.
 - Ethnography (researcher roles, participant/structured observation).
 - Visual and Documentary Data.
- Approaching the Analysis of Qualitative Data.
 - Analysis through Mechanical/Abstraction/Coding.
 - Analytical aids and the use of software to facilitate qualitative analysis.
- Communicating Qualitative Findings (researcher voice, style, structure).

This content will be covered through a mixture of lectures, readings, seminars and discussion forums.

TASK DESCRIPTION :

There are **three assignments** in this module and you are required to submit and pass all the assignments. Each of the assignments should be submitted together as one document including the references.

The assignment must be your work and in your words. Avoid plagiarism and copying from a colleague. When utilising books and journal articles, make sure that you reference the authors correctly. Failure to do this will be penalised.

Assignment 1 - 2,000 words

- a) Briefly outline the different types of qualitative methods available to a social science researcher.
- b) Discuss critically how far is the qualitative / quantitative divide more imagined than real?

Assignment 2 - Research Design and Data Collection 4,000 words

Purpose

The assignment for this module develops and tests your skill in producing a critical analysis of the underpinning assumptions and research design and data collection strategies and practice of academic research.

Materials

You need to identify **two qualitative academic research-based papers** from peer-reviewed journals no more than **10 years** to critique for this assignment. It is important to choose empirical research papers that provide information about research design and data collection strategies. Papers often do not provide information about their underlying assumptions (philosophy) but you need the other methodological information from which to make justifiable inferences.

While the qualitative distinction is not clearly founded at a general level, in practice there is a rough correspondence between sets of assumptions and methods, and the qualitative distinctions. Therefore you should look for **two primarily qualitative papers**. If it is possible to identify two papers with different methodologies that cover the same research topic, that would be ideal.

In some fields (e.g. finance) it is difficult to find qualitative research papers. If you really cannot find a qualitative papers in your field of interest, you may select two papers with the same approach. However, you should address the issue of doing the study using the alternative approach.

You should discuss the assignment with your lecturer who will be able to assist you in identifying suitable papers that relate to your research interests.

You are strongly advised to draw up an outline of what you propose to write, and get feedback on this from your supervisor/mentor. This will help ensure you have understood the objectives of this assignment.

Tasks

Your tasks are to:

- identify and describe the underlying assumptions, research design and data collection strategy/practices of each paper
- consider the coherence of assumptions, aims, design, and data collection (i.e. how justified are the design and collection decisions given the aims and assumptions); i.e. critique the design and chosen methods of data collection
- consider whether and if so what other designs or methods of data collection might have been equally or more appropriate. The emphasis here is on whether methods qualitative or quantitative would have been useful. If you consider the topic could not have been studied in any other qualitative way, you should provide your reasons for this decision.

NB: please note – for this assignment you are NOT concerned with data *analysis*.

Format and completion

Your assignment should be no longer than **4000 (four thousand) words**, excluding references and appendixes. You should include a declaration of the length of the assignment (word count).

Please attach a copy of the papers you refer to and email them separately to the lecturer and the assessment office.

Some questions and ideas you might like to consider

These are included as prompts to stimulate your thinking – not as questions you have to answer in the assignment.

- 1) What are the assumptions, aims, objectives, and questions of the research?
- 2) What is the research about? Is the purpose clearly stated?
- 3) What is the research design?
- 4) What is the conceptual framework?
- 5) Is the research approach and technique appropriate?
- 6) What methods of data collection have been chosen?
- 7) What justification was given for choosing that design/methods of data collection?
- 8) Are the methods of data collection justifiable in the light of the research design and questions?
- 9) Could this research have been done in any other way? Would any other way have been 'better' in some sense?
- 10) Are the limitations of the design/method indicated or discussed?
- 11) Given the design/methods descriptions, could someone else replicate the research? (Are sufficient details given for someone else to design a replication study?)
- 12) Is the information given on the population under study, and sample chosen for the research, adequate?
- 13) Have the researchers paid sufficient attention to questions of measurement, and error control/reduction?
- 14) Have the researchers paid sufficient attention to questions of validity and reliability?

One approach to the assignment could be to reject the methods reported, and propose an alternative. In which case we expect you to justify your reasons for rejecting, and for the alternative proposed. On the other hand you might feel that the method(s) are appropriate, and that no other methods would have been as adequate. In which case you could spend some time explaining what other method(s) might have been considered, and why it would not have been appropriate to use them.

Assignment 3- Reflective Essay - 1,000 words

The reflective essay offers an opportunity to reflect on the skills developed through the module and on how they might be applied in your doctoral level research.

You may focus your essay on the research designs which relate most closely to your proposed area of research, on a subset of the research designs covered or on the module as a whole and consider such things as:

- Which approach / research design you are likely to employ in your doctoral research
- Whether / how your perceptions of the research designs covered has changed
 - in terms of applicability to your domains of research
 - from a more personal perspective (e.g. did you find some more interesting than you were expecting, based on your prior experience and background)
- Which you might find the most and the least preferable to implement, and why
- Possible challenges in employing the research designs
- Questions about choosing a research design which have arisen and ways those questions might be addressed.

(These are not compulsory; they are only suggestions)

The main expectation is for a considered, critical and reflexive account of your experience of the module and how it may inform your future research (you won't be held to any position you adopt in the essay).

Assessment Criteria

The assessment criteria below will be used to measure these learning outcomes:

- Critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques (1).
- 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 (2).

Assessment Criteria	Learning Outcome	% of Overall Marks
Philosophical underpinnings (50%):		
QR methods, principles & practices	1, 2	20%
Discussion on Strengths & limitations of QR	1, 2	15%
Appropriate contexts for QR and Personal reflections	1, 2	15%
Research Article (50%):		
Application of QR techniques to a research question	2	20%
Critical discussion of selected data collection method/s	1, 2	10%
Critical discussion of ethical & methodological issues in QR	1, 2	5%
Writing clarity, style, grammar	2	5%
Explanation of key outcomes & themes	2	10%
TOTAL		100.00%