

UNIVERSITY OF WALES: TRINITY SAINT DAVID
PRIFYSGOL CYMRU: Y DRINDOD DEWI SANT

School of Business
Ysgol Busnes

Qualitative Research

SBPD7002

Module Leader: Dr David Griffiths

February 2018

Spring 2018

SBPD7002 Qualitative Research

Module Introduction/Information

The DBA is an advanced academic award that requires you to integrate high-level academic skills with professional practice-based reflection. The conventions of academic communication are sometimes unfamiliar to business and management professionals, yet you will need to be equally at home writing and presenting for academics as preparing reports and presentations for business colleagues. Essentially, academic communication is about sharing the knowledge and theories developed through research, so it is also crucial to understand the various philosophies and approaches to business research.

This module is the second or third of the three research modules you will complete for the DBA, and it has three strands:

- Research philosophies related to qualitative research methods
- Alternative approaches to qualitative research
- The conduct of a primary research-based project; its analysis and interpretation

Assessment will consist of two written and components (equivalent to 7,500 words in total).

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).

Delivery Schedule

Eight weeks of online, on demand delivery, using the Curatr learning environment in conjunction with Moodle, commencing on Monday, October 2nd and concluding on Friday, December 8th.

All students MUST attend a three-day learning event from March 20th to Mar 22nd, 2018.

Learning outcomes will be tested via two assessment tasks - see pages 6 through 11 for details.

BIBLIOGRAPHY

Essential

Patton, M. Q. (2015). *Qualitative evaluation and research methods*, 4th ed. Thousand Oaks, CA: Sage Publications.

Recommended

Bennett, J. (2009) *Doing your social science dissertation*, London: Sage.

Boeije, H.R. (2009) *Analysis in Qualitative Research*, London: Sage.

Costley, C., Elliott, G. and Gibbs, P. (2010) *Doing Work based Research: approaches to enquiry for insider-researchers* London: Sage

Creswell, J.W. (2017) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th Ed., London: Sage.

Easterby-Smith, M., Thorpe, R. and Jackson, P (2015) *Management Research*, 5th ed. London: Sage.

Gibbs, G. (2008) *Analysing Qualitative Data* (Qualitative Research Kit), London: Sage.

Gill, J. and Johnson, P. (2011) *Research Methods for Managers*, 4th ed., London: Sage.

- Gobo, G. and Molle, A. (2016) *Doing Ethnography*, 2nd ed. London: Sage
- King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*, London: Sage.
- Marshall, C. and Rossman, G.B. (2010) *Designing Qualitative Research*, 5th Ed., London: Sage.
- Ritchie, L. and Lewis, J. (2013) *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 2nd ed. London: Sage.
- Saunders, M., Lewis, P. and Thornhill, A (2015) *Research Methods for Business Students*, 7th ed. Harlow: Pearson Education.
- Silverman, D. (2017) *Doing Qualitative Research*, 5th ed. London: Sage.
- Woods, P. (2005) *Successful Writing for Qualitative Researchers*, London: Routledge.

Journals

Field Methods
International Journal of Multiple Research Approaches
International Journal of Research and Method in Education
Journal of Qualitative Research

SBPD7001 Approaches to Research and Academic Communication

ASSESSMENT

TASK DESCRIPTION Part 1

Part 1 (66%)

During the week-to-week Curatr tasks you will have developed contributions to a research project. You are required to present a portfolio containing 5 (five) examples of your contribution to the Curatr research project. In addition, you are required to write a 2,500 word reflective academic report based on the portfolio of contributions you present. Note, the report needs to demonstrate deep critical reflection on your contribution **in the context of approaches to qualitative research**.

Please note the following when completing your assignment:

1. Writing: Written in English in an appropriate business/academic style and **submitted as a WORD document**.
2. Focus: Focus only on the tasks set in the assignment.
3. Length: 2500 words +/- 100 words (MAXIMUM) - students will be penalised 15% of available marks for “skills for professional practice” if these parameters are exceeded.
4. Formatting: Typed on an A4 page in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
5. Document format: In business report format (unless otherwise directed), with a clear title, course, and name or ID number on a cover sheet and including a bibliography using Harvard referencing throughout.
6. Research: The presentation should use reliable and relevant sources of information (e.g. academic books and journals that have been peer reviewed); research should demonstrate engagement with both core and extended sources (NOTE: you will be assessed on your use of CORE research under the criteria of “Research-Informed Literature” on p. 12).

Student name:		Student number:	
Programme:	DBA		
Module:	Approaches to Qualitative Research	Module Level:	7
Module code:	SBPD7002	Contribution to Overall Module Assessment (%):	Part 1: 66% Part 2: 34%
Lecturer:	Dr David Griffiths	Internal Verifier:	Dr Jill Venus
Assignment Title:	Assignment Part 1	Assignment No:	1 of 2
Hand Out Date:	February, 2018 (upon joining module)	Submission deadline:	No later than Monday, April 16th 2018 at 17:00
		Assignment feedback:	Monday, May 28th 2018 at 17:00

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based, using the Harvard referencing system. 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).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	<i>(Only where hard copies required)</i>	Date:	

Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.		
Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to four weeks late, maximum mark of 50%. After one week the mark is zero. Only the Extenuating Circumstances Panel may grant an extension.		

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
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1. critically consider the underpinnings of qualitative research principles and be able to recognise strengths and limitations of qualitative research techniques (1). 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 (2).	See p.11-16 for further information
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TASK DESCRIPTION Part 2

Part 2 (20%)

On Tuesday, April 17th you will be emailed a Part 1 assignment from one of your fellow doctoral candidates. You will have until 17:00 on Tuesday, April 30th to deliver a 2,500 academic peer review of the Part 1 assignment. Notes: your peer review will NOT be shared with the original author unless you give permission; the teaching team will NOT share the peer review schedule with candidates (in other words, you will NOT be told who is peer reviewing your work).

Please note the following when completing your assignment:

1. Writing: Written in English in an appropriate business/academic style and **submitted as a WORD document**.
2. Focus: Focus only on the tasks set in the assignment.
3. Length: 2500 words +/- 100 words (MAXIMUM) - students will be penalised 15% of available marks for “skills for professional practice” if these parameters are exceeded.
4. Formatting: Typed on an A4 page in Times New Roman or Arial font 12 with at least 2.5 centimetre space at each edge, double spaced and pages numbered.
5. Document format: In business report format (unless otherwise directed), with a clear title, course, and name or ID number on a cover sheet and including a bibliography using Harvard referencing throughout.
6. Research: The presentation should use reliable and relevant sources of information (e.g. academic books and journals that have been peer reviewed); research should demonstrate engagement with both core and extended sources (NOTE: you will be assessed on your use of CORE research under the criteria of “Research-Informed Literature” on p. 12).

Student name:		Student number:	
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		Assignment feedback:	Monday, May 28th 2018 at 17:00

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based, using the Harvard referencing system. 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).		
Disclosure:	I declare that this assignment is all my own work and that I have acknowledged all materials used from the published or unpublished works of other people. All references have been duly cited.		
Student's Signature:	<i>(Only where hard copies required)</i>	Date:	

Turnitin: All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer.			
Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. After one week the mark is zero. Only the Extenuating Circumstances Panel may grant an extension.			

Learning Outcomes tested (from module syllabus)	Assessment Criteria To achieve each outcome a student must demonstrate the ability to:
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1. critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting research; 2. critically discuss approaches to reliability, validity and bias in social research; 3. critically analyse communications and communicate scholarship effectively.	See p.12-16 for further information
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NOTE: The guidance offered below is linked to the five common assessment criteria overleaf and specifically aligned to the “exceptional” outcome category to which we anticipate students aspire.

1. Research-informed Literature

Your work must embed and be informed and supported by relevant and credible scholarly material that is accessible in the learned journals listed on the module schedule. You should refer to at least 10 such sources per 1,000 words. Additionally, you should refer to text books, current news items and benchmark your organisation against other organisations to ensure your assignment is current and up-to-date. High-level referencing skills using the Harvard Method must be demonstrated throughout your work and all sources listed alphabetically within your bibliography.

2. Knowledge and Understanding of Subject

Your work must demonstrate the growing extent of your knowledge and understanding of concepts and underlying principles associated with the subject area. This means that within your work, you should provide evidence of your growing mastery in critical awareness of current challenges, new insights and the constant need for innovation within the field. Furthermore, a critical awareness of the ambiguities and limitations of knowledge and even understanding, should be considered and examples of such, illustrated within your work.

3. Analysis

To be considered masters worthy, your work must contain evidence of analysis, evaluation and synthesis. This means not just describing “What!” but also justifying: Why? How? When? Who? Where? And at what cost! At all times, you must provide justification of your arguments and judgements. Evidence that you have reflected upon the ideas of others on matters occurring in the real world of business 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 in the absence of complete data, since within the real world of work, we rarely have access to, or know all the information! Persuasive conclusions are especially necessary and must be derived from the content of your work – there should be no new information presented within your conclusion. Your work should aspire to resemble work which is of journal publishable quality.

4. Practical Application and Deployment

It is essential that you rationalise how you decided upon certain methods, materials, tools and techniques to inform and complete your work. You must demonstrate what informed your decision(s) to apply certain concepts that enabled you to formulate innovative and creative solutions to the challenges presented to you or that you identified for yourself. Plausible, costed and justifiable recommendations are demanded and where these are absent, your work is undermined. Your work should provide evidence that you are growing in mastery in developing cutting edge processes and techniques within the subject area.

5. Skills for Professional Practice

Your work must provide evidence of your attributes in the application of professional practice. This includes demonstrating that you are highly capable of individual and collaborative working. Regarding the presentation of your work, you must demonstrate your ability to select and deploy the appropriate media that is “fit for purpose. Additionally, you must exhibit your ability to: communicate with an exceptionally high level of professionalism; work professionally, autonomously and within a team; develop leadership skills; and produce/present work that is coherent, cogent and specifically addresses the challenges set for you or you have set yourself. Importantly, your work should be easily understood by specialists and non-specialists in the field.

This section details the assessment criteria for each assignment. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion 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.

Common Assessment Criteria Applied	Marks available	Marks awarded
1. Research-informed Literature Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions.	20	
2. Knowledge and Understanding of Subject Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	20	
3. Analysis Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	30	
4. Practical Application and Deployment Deployment of methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems.	10	
5. Skills for Professional Practice Attributes in professional practice: individual and collaborative working; deployment of appropriate media; presentation and organisation.	20	
TOTAL	100	

Assignment 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%	

COMMON ASSESSMENT AND MARKING CRITERIA

Common Assessment Criteria Applied	Level of Achievement						
	REFER			PASS		DISTINCTION	
	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

Student Self Evaluation Form

Student name:		Student number:	
Programme:		Year of programme	
Assignment Title:			

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	Level of Achievement						
	REFER			PASS		DISTINCTION	
	OUTRIGHT FAIL	FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	EXCELLENT	EXCEPTIONAL
1. Research-informed Literature	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
2. Knowledge and Understanding of Subject	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
3. Analysis	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
4. Practical Application and Deployment	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐
5. Skills for Professional Practice	0-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	☐	☐	☐	☐	☐	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP

Student's Name		Date	
S t u d e n t ' s Signature			