1   Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

Welcome to the Research Methods module. The module will provide you with an understanding of research philosophies, introduce you to a range of qualitative and quantitative methodologies and methods of analysis. You will develop your intellectual reasoning ability as well as your ability to write critically.

Module Aims

This module aims to provide you with the knowledge and skills that are required to undertake independent business research on a topic/project that you have chosen, where you determine the methodology and approach. In so doing you will take significant strides on the path to becoming an independent learner, and feel able to undertake other research tasks, with minimal supervision. You will also discuss and evaluate a range of business research projects and case studies.

We will use Blackboard to support you in the module. Documents are loaded throughout the module to support group study and learning styles.

Appointments can be made at mutually convenient times. Please e-mail for an appointment outside of normal class times.

Key Topics

This is an indicative list of topics**.** Actual delivery may vary.

- Introduction to research methods
- Commonly used technologies in business research
- Identifying literature Review and Research problem area related to Business research.
- Use of Primary and Secondary in Business research
- Elements of Research Design
- Qualitative and Quantitative Approach in Business Research Field
- Measurement of Variables: operational definition and scales
- Data collection methods and Business research ethics
- Business Research Case Studies

- Data Analysis and Interpretation
- Managerial Decision making and Research

Expectations

Specific expectations students can have of tutors:

- In case of a query, you can contact your tutor via email. If needed, an online meeting can be arranged.
- Your Module Study Guide is Available on Blackboard and is up-to-date and accurate.
- Your weekly learning materials will be made available on Blackboard in advance so that you can prepare for upcoming lectures and seminars.
- You will receive timely and constructive formative feedback on your drafts.

Specific expectations tutors will have of students:

- You will strive to maintain good attendance.
- You will actively participate in all learning activities.
- You will behave professionally in all communication.
- You will study recommended materials before attending classes and come prepared.
- If absent, you will inform the tutor by email in advance. This will not count as official leave, but you will do it as a courtesy.

1.3 Learning outcomes to be assessed

At the end of the module, you will be able to:

- LO1: Demonstrate knowledge and understanding of business research to assess information needs and provide organizations with relevant, accurate, reliable, valid, and current information to aid management decision-making.
- LO2: Identify relevant business issues facing within organisations and, demonstrate an awareness and understanding of major research paradigms and methodologies
- LO3: Critically evaluate different business research strategies and approaches.
- LO4: Recognise and articulate the value of ethical procedures, and appropriately incorporate ethical consideration when conducting research in business.

1.4 Indicative Contact Hours

Teaching Contact Hours	42 hours

Independent Study Hours	158 hours
Total Learning Hours	200 hours

2   Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Assessment 1: Research Project Proposal	2000 words	N/A	100%	40%	Week 14	Via TurnItIn Within 15 working days of the submission deadline

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy here

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Essential Reading

- Saunders, M. and Lewis, P. and Thornhill, A. (2019) Research Methods for Business Students, 8th Edition, Pearson.

- Bell. E., Bryman, A. and Harley, B. (2018) Business Research Methods, 5th edition. Oxford: University Press.

Recommended Reading

- Creswell, J.W. (2013) Research design, 4th edition. London: Sage.
- Lee, N and Lings. I. (2008) *Doing Business Research: A guide to theory and practice.* Los Angeles: Sage.
- Gill, J. and Johnson, P. (2010) *Research Methods for Managers.* 4th edition. London: Sage.

Further Reading

- Seale, Clive (ed.). (2004). Social Research Methods: A Reader. London: Routledge. Main Library (HUB Reserve) Shelfmark: HM511 Soc.
- Bryman, A. (2012). Social Research Methods, OUP Oxford; 4 edition pp. 3-58.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012) *Management Research.* London: Sage Publications
- Johnson, P and Duberley, J. (2000) *Understanding Management Research.* London: Sage Publications
- Alvesson, M and Deetz S. (2000) *Doing Critical Management Research.* London: Sage Publications
- Gummesson, E. (2000) *Qualitative Methods in Management Research.* London: Sage Publications
- Render, Barry; Stair, R.M.; Henna, M.E. (2011) *Quantitative Analysis for Management.* 11th ed. London: Prentice Hall.

Further Reading (Qualitative Research)

- Bryman, A. (2012). Social Research Methods, pp. 379-415, pp. 564-590.

Further reading (Quantitative Research)

- Bryman, A (2012). Social research Methods, pp. 159-183, pp. 329-353
- Davies, M.B. (2007). Doing a successful research project: Using qualitative or quantitative methods. pp. 1-18, pp. 51-69.

Further Reading (Mixed Methods)

- Creswell, J.W. (2013). Designing and Conducting Mixed Methods Research. pp. 203-227.

Optional Further Reading

Books

- Chalmers, Alan F. (1999). What is this thing called science? An assessment of the nature and status of science and its methods, 3rd edition. Buckingham: Open University Press. Main Library (HUB Reserve) Shelfmark: Q175 Cha.
- Hospers, John. (1997). An Introduction to Philosophical Analysis, 3rd edition. London: Routledge. Main Library (HUB Reserve) Shelfmark: B808.5 Hos.
- Snodgrass, A. and R. Coyne. (2006). Interpretation in Architecture: Design as a Way of

Thinking, London: Routledge. Main Library (HUB Reserve) Shelfmark: NA2750 Sno.

- Winch, P. (1990). The Idea of a Social Science: and Its Relation to Philosophy, 2nd edition. London: Routledge. Main Library (HUB Reserve) Shelfmark: H61 Win.

Articles

- Guba, E.G. and Lincoln, Y.S. (1994). Competing Paradigms in Qualitative research. Access on: https://www.uncg.edu/hdf/facultystaff/Tudge/Guba%20&%20Lincoln%201994.pdf

- Guba, E.G. and Lincoln, Y.S. (2005). Introduction to research. Access on: http://www.sagepub.com/upm-data/29985_Chapter1.pdf

Websites

- http://www.socialresearchmethods.net/kb/

Note:

Once you have identified a research area and refined your chosen research title, you may find it useful to consult subject specific books, articles, and other online and offline sources. Your subject librarian listed on the second page of this document can help you find more relevant texts.

3   Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from here

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University Academic Regulations.

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.

4   Appendix — Research ethics and integrity

<<The relevant Appendix should be included only for Undergraduate or Postgraduate research-based modules where the students are engaged in Dissertations and Research Projects or in Assessments that require ethical approval. Delete this page if not required.>>