

Structure of the DBA

The DBA at the Lord Ashcroft International Business School is a two-stage model. This incorporates a taught element in Stage 1 and is research based in Stage 2.

Credit Rated System

The award is credit rated, with a total of 540 credits. This includes 120 credit rating attached to four 30 credit rated modules and a notional 420 credits attached to the 60,000 word thesis.

Taught Element

The taught modules provide systematic continuous support in relation to the candidate's skills and knowledge development throughout their study. It allows candidates to reach a level playing field in terms of providing the foundation for doctoral level research.

Module Content

Each module covers a six-month period. Each module has a three-day workshop attached to it. Table 1 provides an overall picture of how the component parts are related and the specific timings of key events. This includes research proposal and upgrade of Registration. In addition, there is the compulsory university 3-Stage generic training programme, which is four days over the period of study (Stage 1, Stage 2a and Stage 2b and Stage 3).

The Role of the Modules

The first two years consists of four 30 credit modules that occur over the full calendar year and are governed by the Academic Regulations. Each module takes place over a six month period and:

- Provide the basis of the continuous support for you to develop the skills and knowledge that forms the basis of the research to be undertaken
- Allow you to develop your thinking, reflective and writing skills
- Form a development path that build on each other to allow the research to be part of the process from the outset
- Provide detailed formative and summative feedback that build on each other
- Through the assessments, which are built-in, not bolted-on, to the research project you are undertaking, to work on key aspects of your research from day one

Overview of Modules

Module 1 is the starting point for your final research project. It allows you to reflect on your own professional practice and explore emerging trends within your sector/industry. You will examine the area you intend to study from the practitioner perspective, analysing existing levels of practice, looking at the problem definition from the perspective of those within the sector/industry, and exploring new developments in your field. You will then develop initial research question(s) and objectives to guide you to the relevant extant literature.

Module 2 explores the theoretical underpinnings of your chosen area of research. It explores the theoretical constructs and conceptualisations on which the academic literature is based. It will involve undertaking a structured, thematic, analysis of your literature and explores the theory/practice nexus that underpins your DBA. You will also be introduced to how you conceptualise the issue you are researching and draw out key relationship to be analysed, which will allow you to refine your research question(s) and objectives and act as a guide to your methodological approach.

Module 3 introduces you to the theoretical underpinnings of research methodology. It looks at the epistemology and ontology of knowledge generation, different research philosophies, alternative research paradigms, strategies, methodologies and methods. You will critically examine the approaches that are appropriate to your research question(s)/objectives in terms of reliability, validity and generalisability. It will also explore the ethical issues surrounding your research, especially in relation to the insider-researcher problem.

Module 4 focuses on research design and implementation. Through modules 1-3, you will have developed and refined your research question(s)/objectives, related these to extant literature and developed the overall methodological approach that is appropriate for your research project. You will now be in a position to operationalise your research. Through a pilot study, this module will allow you to test your research instruments, explore how you analyse and present data and form the basis of your main research study (see Appendix 1 for module definition forms).

A candidate who fails any of the modules will have one opportunity to resit them, in accordance with the Academic Regulations.

Taken together, the modules allow you to develop and demonstrate the required independent learning skills and knowledge for doctoral level work.

Table 1: Timing of Modules and Assessment Points

Module 1: Advanced Management Practice	6 Months	Supervision and thesis production throughout
Module 2: Understanding Management Theory	12 Months	
Module 3: Current Approaches to Management Research	18 Months	
Research Proposal	18 Months	
Module 4: Research Design and Implementation (pilot)	24 Months	
Upgrade of Registration	24 Months	
Thesis Production	36-72 Months	
Viva – Thesis Defence	36-72 Months	

Research Element

For this element, candidates produce a 60,000 word research-based thesis. The thesis is closely related to the work undertaken during the taught modules. The work produced for the assessment of each module forms the basis from which key sections of the thesis can be developed. This means that the assessment for the modules is not bolted on and additional to the research thesis, but built in and provides the foundation for the thesis. It is assessed through a viva voca examination.

Entry criteria

Minimum requirement is a good honours degree in an appropriate area along with appropriate professional experience.

Appendix 1: Module Definition Forms

NEW MODULE APPROVAL FORM

The New Module Approval Form is a data capture form from which, after successful approval, the Module Definition Form (MDF) will be populated in SITS. **Please read the accompanying [guidance notes](#) before attempting to complete this form**

The boxes on the New Module Approval Form do not in all cases correspond directly to the MDF generated via Manage My Curriculum; however, all of the data collected is essential to the completion of the module record in SITS. Please do not leave any boxes blank but enter N/A if a section is not applicable to your module.

Part A

Module Delivery			
Please identify below the delivery pattern and the mode(s) of delivery for the module (please tick all that apply). <i>See guidance notes for information</i>			
Delivery Pattern		Mode of Delivery	
Single Semester delivery	X	Face-to-face	
Double Semester delivery (long thin module)		Blended learning	X
Single Trimester delivery		Distance learning	
Double Trimester delivery (long thin module)		Work-based learning	
Triple Trimester delivery (long thin module)			

Part B

1. Proposed Module Title: <i>maximum 100 characters</i>
Advanced Management Practice

2a. Module Leader:	2b. Department:	2c. Faculty:
Dr David Flude	L&M	LAIBS

3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
30	300

5. Restrictions	
Pre-requisites:	None
Co-requisites:	None
Exclusions:	None
Courses to which this module is restricted:	DBA

6a. Module Description: <i>200 – 300 words</i>
<p>This module provides the starting point for your final research project. It allows you to undertake a critical analysis of the latest developments in your chosen area and the impact these are having. The starting point is an analytical and evaluative reflection of your own professional activity It will allow you to explore key trends and current levels of practice in your chosen area, in class best practice and, through this, an initial identification of the theme you see as the main area of intervention. It is designed to facilitate the examination of your current professional knowledge and skills by a systematic reflection on professional practice and allow you to develop your initial research questions and the objectives that emerge from this. It will evaluate the theory-practice nexus, explore the different types of knowledge, mode 1 and mode 2 and their relationship to your work. It will review your own learning styles and the process through which tacit and implicit knowledge can be made explicit and form the basis for your research project.</p> <p>It will mainly rely on the use of practitioner publications, government and industry reports, as the first part of the process of problem identification. This will then be used to explore the difference between problem causes, symptoms and outcomes. This will allow you to analyse the new developments in your chosen area in a rational manner and use the reflection on your professional practice as a guide for which academic/theoretical literature will form the initial focus of your work. The outcome of the module will be an understanding of the nature of knowledge, a critical reflection on your professional activity and a set of research objectives that will be tested against extant literature in module 2.</p>

6b. Outline Content:

- The nature of knowledge and the development of the theories of knowledge
- The role of the reflective practitioner
- Critically analysing emerging trends in your field of study
- Explore the relevance of different learning styles
- Problem identification, separating out causes, symptoms and outcomes
- Creating initial research questions and objectives
- Relating initial research questions and objectives to extant literature

6c. Key Texts/Literature: *where appropriate, please identify a key text (which you are likely to advise students to purchase) followed by other relevant reading and web resources*Key Text (recommended to purchase):

Bolton, G. 2014, **Reflective Practice: Writing and Professional Development**, Sage, London

Other:

Fisher, A. 2011, **Critical Thinking: An Introduction**, Cambridge University Press, Cambridge

Audi, R. 2011, **Epistemology: A Contemporary Introduction to the Theory of Knowledge**, Routledge, London

Moon, J.A. 2009, **A Handbook of Reflective and Experiential Learning Theory and Practice**, Routledge, London

Scott, D, Brown, A., Lunt, I., and Thorne, L. (2004) **Professional Doctorates: Integrating professional and academic knowledge**, Open University Press, Maidenhead

6d. Specialist Learning Resources:

None

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Demonstrate understanding of the emerging themes within your field 2. Demonstrate a critical understanding of the relationship between implicit and explicit knowledge 3. Demonstrate an understanding of how to define an initial research problem
Intellectual, practical, affective and transferable skills	<ol style="list-style-type: none"> 4. Critically reflect on your current and past professional activity in relation to your chosen area of research 5. Develop literature review skills through undertaking an initial rapid structured literature review of the extant literature to position your work within the theory-practice nexus

Learning Activities

Please complete one box per delivery mode. Please delete any boxes which are not relevant.

8b. Learning Activities – Blended learning			
Learning Activities	Hours	Learning Outcomes	Details of duration, frequency and other comments
Lectures:	0	N/A	Not Applicable
Other teacher managed learning:	100	1-5	21 hours of whole-day workshops 10 hours of supervisory meetings between workshops 69 hours through weekly engagement with the VLE
Student managed learning:	200	1-5	Weekly independent study
TOTAL	300		

9. Module Assessment <i>see guidance notes</i>					
Method <i>see guidance notes</i>	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Final Task? <i>see guidance notes</i>	Length/duration and other comments
010 Poster Presentation	1,3,4	(PF)	100	No	1000 word equivalent – initial problem definition and implications for literature. This will be an individual presentation, 20 minutes presentation and 10 minutes question and answers
011 Essay	1-5	100% (FG)	30	yes	5000 word research paper
<p>In order to pass this module, students are required to achieve an overall mark of 40%</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail element 100%</p>					

10. Subject: <i>see guidance notes</i>	N200 Management Studies
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NEW MODULE APPROVAL FORM

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The boxes on the New Module Approval Form do not in all cases correspond directly to the MDF generated via Manage My Curriculum; however, all of the data collected is essential to the completion of the module record in SITS. Please do not leave any boxes blank but enter N/A if a section is not applicable to your module.

Part A

Module Delivery			
Please identify below the delivery pattern and the mode(s) of delivery for the module (please tick all that apply). <i>See guidance notes for information</i>			
Delivery Pattern		Mode of Delivery	
Single Semester delivery	X	Face-to-face	
Double Semester delivery (long thin module)		Blended learning	X
Single Trimester delivery		Distance learning	
Double Trimester delivery (long thin module)		Work-based learning	
Triple Trimester delivery (long thin module)			

Part B

1. Proposed Module Title: <i>maximum 100 characters</i>
Understanding Management Theory

2a. Module Leader:	2b. Department:	2c. Faculty:
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Dr Robert Willis	EIB	LAIBS
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3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
30	300

5. Restrictions	
Pre-requisites:	None
Co-requisites:	None
Exclusions:	None
Courses to which this module is restricted:	DBA

6a. Module Description: 200 – 300 words
<p>This module explores the theory that will underpin your research. It investigates the theoretical constructs and conceptualisations on which the academic literature is based. Through a structured literature review approach, it will provide an appreciation of how the extant literature has developed overtime, the key theoretical debates and contentions in your area and how your research relates to this body of knowledge. It will analyse the importance of theory extending/developing and the issues surrounding theory building in doctorates. In addition, it explores the specific issues surrounding theory in Professional Doctorates through the theory/practice nexus. It will explore the process of theory development and the different dimensions of theoretical contribution that you could make through your research.</p> <p>The module provides an understanding of the importance of underlying theory in your research and a process through which you can classify and undertake a thematic analysis of the literature. This will assist you in identifying existing gaps in knowledge and how you can then think about developing your own theoretical/conceptual framework to explore the research issue you have identified. This module will assist you in refining your initial research questions/objectives and relate these to the theory within your chosen field of study.</p> <p>In terms of teaching, this will be based on the development of a structured approach to analysing the literature. It will consist of peer to peer group working to review and assess the extant literature and individual presentations on the development and application of conceptual frameworks that will underpin your research.</p>

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6b. Outline Content:
<ul style="list-style-type: none"> • A critical review of the dominant theoretical frameworks in business and management • An exploration of the theory practice nexus in undertaking a research project • A critical analysis of the structured literature review approach to the classification and analysis of the extant literature and its theoretical foundations • An analysis of the relationship between the literature, conceptualisations, research questions/objectives and methodology • An introduction to conceptual development, its significance and function

6c. Key Texts/Literature: <i>where appropriate, please identify a key text (which you are likely to advise students to purchase) followed by other relevant reading and web resources</i>
<p><u>Key Text (recommended to purchase):</u> Jesson, J.K., Matheson, L. and Lacey, F. (2011) Doing Your Literature Review, Sage Publications, London</p> <p>Other: Chaharbaghi, K., Fendt, C. and Willis, R. (2003) <i>Meaning, Legitimacy and Impact of Business Models in Fast-Moving Environments</i>, Management Decision, Vol.41, issue 4, pp.372-382 Dubin, R. (1969) Theory Building, Free Press, New York Kuhn, T.S., (2012) The Structure of Scientific Revolutions, University of Chicago Press, Chicago Scott, D, Brown, A., Lunt, I., and Thorne, L. (2004) Professional Doctorates: Integrating professional and academic knowledge, Open University Press, Maidenhead Smith, K.G. and Hitt, M.A. (2005) Great Minds in Management: The Process of Theory Development, Oxford University Press, New York Tranfield, D., et al (2003) <i>Towards a Methodology for Developing Evidence-Informed Management Knowledge by Means of Systematic Review</i>, British Journal of Management, Vo.14, pp.207-222</p>

6d. Specialist Learning Resources:
None

7. Learning Outcomes (threshold standards):	
	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	1. Demonstrate in-depth understanding of theoretical constructs that underpin your area of research.

	2. Critically evaluate the conceptualisations underpinning different schools of thought in the extant literature.
Intellectual, practical, affective and transferable skills	3. Develop a structured literature review in your chosen area of study. 4. Propose and justify a conceptual framework on which your research will be based. 5. Demonstrate a detailed understanding of the relationship between theory, practice and methodology.

Learning Activities

Please complete one box per delivery mode. Please delete any boxes which are not relevant.

8b. Learning Activities – Blended learning			
Learning Activities	Hours	Learning Outcomes	Details of duration, frequency and other comments
Lectures	0	N/A	Not Applicable
Other teacher managed learning	100	1-5	21 hours of whole-day workshops 10 hours of supervisory meetings between workshops 69 hours through weekly engagement with the VLE
Student managed learning:	200	1-5	Weekly independent study
TOTAL	300		

9. Module Assessment <i>see guidance notes</i>					
Method <i>see guidance notes</i>	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Final Task? <i>see guidance notes</i>	Length/duration and other comments
010 Presentation	1,4,5	(PF)	100	No	1000 word equivalent – This will be an individual presentation, 20 minutes presentation and 10 minutes question and answers conceptualisation and key relationships.
011 Essay	1-5	100% (FG)	30	yes	5000 word rapid structured literature review
<p>In order to pass this module, students are required to achieve an overall mark of 40%</p> <p>In addition, students are required to:</p>					

(a) achieve the qualifying mark for each element of fine graded assessment as specified above

(b) pass any pass/fail element 100%

10. Subject: *see guidance notes*

N200 Management Studies

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Part A

Module Delivery			
Please identify below the delivery pattern and the mode(s) of delivery for the module (please tick all that apply). <i>See guidance notes for information</i>			
Delivery Pattern		Mode of Delivery	
Single Semester delivery	X	Face-to-face	
Double Semester delivery (long thin module)		Blended learning	X
Single Trimester delivery		Distance learning	
Double Trimester delivery (long thin module)		Work-based learning	
Triple Trimester delivery (long thin module)			

Part B

1. Proposed Module Title: <i>maximum 100 characters</i>
Current approaches to management research

2a. Module Leader:	2b. Department:	2c. Faculty:
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Dr Hassaan Khan	AFOM	LAIBS
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3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
30	300

5. Restrictions	
Pre-requisites:	None
Co-requisites:	None
Exclusions:	None
Courses to which this module is restricted:	DBA

6a. Module Description: <i>200 – 300 words</i>
<p>This module allows the candidate to explore the frameworks that underpin the design and execution of successful research projects. It will introduce candidates to the main research concepts and the necessity for a coherent approach to the research process. This will include the connections between the initial conceptualisation, the relationships to be examined, and the research questions. It will introduce candidates to research philosophy, through the epistemology and ontology of research, the relation of this to different research strategies, research methodologies, research methods and research design.</p> <p>Through this process, it will examine how research design impacts the validity, reliability and generalisability of your research project. In conjunction to this, the module will examine the insider research problem, which is particularly important to most research undertaken in professional doctorates, this will be done in the context of the overall ethical issues relating to undertaking a research project.</p> <p>You will be introduced to the main research paradigms in the area of business and management, which will allow you to develop new knowledge and skills necessary to critically evaluate their effectiveness and coherence. This will allow you to start to explore how you will conceptualise and design the delivery mechanism for the specific research questions and objectives you have set. This will form the main thrust of the assessment for this module.</p>

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6b. Outline Content:
<ul style="list-style-type: none"> • A detailed evaluation of the relationship between conceptual development and research methodology • Critical examination of the paradigms of research, their epistemological and ontological foundations • The detailed relationship and coherence between research philosophy, research strategies, research methodology, research methods and research design • Evaluating research design in relation to reliability, validity and generalisability • An detailed examination of the dominant paradigms and their strengths and weaknesses • The importance of ethical considerations and ethical approval

6c. Key Texts/Literature: <i>where appropriate, please identify a key text (which you are likely to advise students to purchase) followed by other relevant reading and web resources</i>
<p><u>Key Text (recommended to purchase):</u> Creswell, J. 2008, Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, London</p> <p>Other: Gray, D.E. 2014, Doing Research in the Real World, Sage, London Miles, M.B. and Huberman, A.M., 2013, Qualitative Data Analysis: A Methods Source Book, Sage, London Yin, R.K. 2008, Case Study Research: Design and Methods, Sage, London</p>

6d. Specialist Learning Resources:
None

7. Learning Outcomes (threshold standards):	
	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. Critically evaluate the concepts underpinning the different research methodologies 2. demonstrate a clear understanding of the relationship between the different stages of the research process 3. Have highly developed knowledge of the ethical implications of your research
Intellectual, practical, affective and transferable skills	<ol style="list-style-type: none"> 4. Critically reflect on the different methodological approaches and when specific approaches are appropriate

	5. Create a coherent overall research approach that will allow you to justify that the research you will be undertaking could make an appropriate contribution to knowledge
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Learning Activities

Please complete one box per delivery mode. Please delete any boxes which are not relevant.

8b. Learning Activities – Blended learning			
Learning Activities	Hours	Learning Outcomes	Details of duration, frequency and other comments
Lectures:	0	N/A	Not Applicable
Other teacher managed learning:	100	1-5	21 hours of whole-day workshops 10 hours of supervisory meetings between workshops 69 hours through weekly engagement with the VLE
Student managed learning:	200	1-5	Weekly independent study
TOTAL	300		

9. Module Assessment <i>see guidance notes</i>					
Method <i>see guidance notes</i>	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Final Task? <i>see guidance notes</i>	Length/duration and other comments
010 Presentation	1,2,4	(PF)	100	No	1000 word equivalent – explore the relevance of two competing research paradigms as an approach to your chosen area. This will be an individual presentation, 20 minutes presentation and 10 minutes question and answers
011 Essay	1-5	100% (FG)	30	yes	5000 word research process paper
<p>In order to pass this module, students are required to achieve an overall mark of 40%.</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p>					

(b) pass any pass/fail element 100%

10. Subject: *see guidance notes*

N200 Management Studies

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Part A

Module Delivery			
Please identify below the delivery pattern and the mode(s) of delivery for the module (please tick all that apply). <i>See guidance notes for information</i>			
Delivery Pattern		Mode of Delivery	
Single Semester delivery	X	Face-to-face	
Double Semester delivery (long thin module)		Blended learning	X
Single Trimester delivery		Distance learning	
Double Trimester delivery (long thin module)		Work-based learning	
Triple Trimester delivery (long thin module)			

Part B

1. Proposed Module Title: <i>maximum 100 characters</i>
Research Design and Implementation

2a. Module Leader:	2b. Department:	2c. Faculty:
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Dr Nektarios Tzempelikos	MET	LAIBS
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3a. Level: <i>see guidance notes</i>	3b. Module Type: <i>see guidance notes</i>
7	Standard

4a. Credits: <i>see guidance notes</i>	4b. Study Hours: <i>see guidance notes</i>
30	300

5. Restrictions	
Pre-requisites:	None
Co-requisites:	None
Exclusions:	None
Courses to which this module is restricted:	DBA

6a. Module Description: <i>200 – 300 words</i>
<p>This module aims to bring the previous learning undertaken during the programme together to allow you to prepare and deliver a pilot project on your chosen area of research. It allows you to connect the underlying theory, the conceptual development, the research methodologies and your research design in a study that will form the basis of the research project you will be undertaking. It will be used to identify your specific unit of analysis, negotiate the political aspects of research, put the knowledge and skills you have developed throughout the programme into practice and refine your objectives and methods in the light of the study undertaken. It will tackle such practical issues as, what information you need to gather, who you need to gather the information from and what is the best means to get information of the right depth and quality to allow you to deliver on your chosen research question(s) and objectives.</p> <p>It will also focus on how you present your data, the inferences that can be drawn and the clarity with which you communicate your findings. This will also allow you to start to think about what your contribution will be both to practice and theory. A research paper will be produced on the process and outcome of the pilot study.</p>

6b. Outline Content:

- Clarification of research aims and objectives
- How the theoretical underpinnings relate to your pilot project
- The coherence between your research methodology and the pilot study
- The detail of the approaches to data analysis to be employed
- The structure and relevance of the analysis and interpretation undertaken
- The overall presentation of the pilot study

6c. Key Texts/Literature: *where appropriate, please identify a key text (which you are likely to advise students to purchase) followed by other relevant reading and web resources*Key Text (recommended to purchase):

Creswell, J. 2008, **Research Design: Qualitative, Quantitative and Mixed Methods Approaches**, Sage, London

Other:

Layer, D. 2013, **Doing Excellent Small-Scale Research**, Sage, London

Field, A. 2009, **Discovering Statistics Using SPSS**, Sage, London

Gray, D.E. 2014, **Doing Research in the Real World**, Sage, London

Miles, M.B. and Huberman, A.M., 2013, **Qualitative Data Analysis: A Methods Source Book**, Sage, London

Saldana, J. 2015, **The Coding Manual for Qualitative Researchers**, Sage, London

Yin, R.K. 2008, **Case Study Research: Design and Methods**, Sage, London

6d. Specialist Learning Resources:

None

7. Learning Outcomes (threshold standards):

	On successful completion of this module the student will be expected to be able to:
Knowledge and understanding	<ol style="list-style-type: none"> 1. explore and apply appropriate methods of research to your chosen area of study 2. Analyse data in a logical and coherent fashion 3. Draw out significant factors from the research undertaken
Intellectual, practical, affective and transferable skills	<ol style="list-style-type: none"> 4. Critically apply your chosen research techniques through practical strategies 5. Critically analyse data and draw out general conclusions from the data collected 6. Reflect on the process undertaken and make any necessary adjustments

Learning Activities

Please complete one box per delivery mode. Please delete any boxes which are not relevant.

8b. Learning Activities – Blended learning			
Learning Activities	Hours	Learning Outcomes	Details of duration, frequency and other comments
Lectures:	0	N/A	Not Applicable
Other teacher managed learning:	100	1-6	21 hours of whole-day workshops 10 hours of supervisory meetings between workshops 69 hours through weekly engagement with the VLE
Student managed learning:	200	1-6	Weekly independent study
TOTAL	300		

9. Module Assessment <i>see guidance notes</i>					
Method <i>see guidance notes</i>	Learning Outcomes	% Weighting & Fine Grade (FG) or pass/fail (PF)	Qualifying Mark <i>see guidance notes</i>	Final Task? <i>see guidance notes</i>	Length/duration and other comments
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011 Essay	1-6	100% (FG)	30	yes	5000 word research pilot paper
<p>In order to pass this module, students are required to achieve an overall mark of 40%</p> <p>In addition, students are required to:</p> <p>(a) achieve the qualifying mark for each element of fine graded assessment as specified above</p> <p>(b) pass any pass/fail element 100%</p>					

10. Subject: <i>see guidance notes</i>	N200 Management Studies
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