

Code and title	<b>DB8001: Reflective Professional Development</b>
Description	<p>This module develops practices of deep on-going reflection in relation to the candidate's business experience, research topic, and broader contexts. The reflective practice developed in this module will be a continuous stream throughout the life of the participant's research programme. Initially participants will be given guidance on personal skills development in a research context. Guidance will also be given on the role of a learning and research skills journal in reflecting upon the self in the context of a change process. This will enhance candidates' ability to analyse and synthesize the results of reflection during the modules. Participants will work in action learning sets to complement independent learning. These sets will provide the main platform for support between modules and throughout the life of the research. As the assignment for this module is completed at the end of the taught programme, assignments undertaken in the other modules will also provide opportunities for reflection on personal and research skill changes. Further set meetings may be arranged at the discretion of set members during the research phase.</p>
Content	<ul style="list-style-type: none"> <li>• The role of reflection, reflexivity and reflective practice</li> <li>• Theories underpinning learning, experiential learning, types of knowing</li> <li>• A critical reflection on the candidate's initial research directions</li> <li>• The identification of personal/research assumptions</li> <li>• Engagement with the processes of professional development and planning</li> <li>• Encouraging self awareness and critical reflection upon the research project(s) and the candidate's conceptual scholarship</li> <li>• Encouraging self awareness and critical reflection of the candidate's values, ethics and impact on and within a group</li> </ul>

Learning outcomes

1. On successful completion of the module the student should be able to:
2. Demonstrate an understanding of the importance of being a reflective learner as a researcher and a business practitioner.
3. Understand their own behaviour, values and the impact

	<p>of these on research approaches.</p> <ol style="list-style-type: none"> <li>4. Identify existing research skills and to identify future skill requirements.</li> <li>5. Evaluate the effectiveness of learning sets/groups for supporting personal learning and development</li> <li>6. Effectively use their skills and knowledge to contribute to the development of their research proposal.</li> <li>7. Evaluate within their professional contexts the level of their skills, knowledge and expertise</li> </ol>
<p>Delivery</p>	<p>Approximately 32 hours class contact, 160 hours independent study</p> <p>Staff/student contact: The initial learning sets will be facilitated by the tutors that deliver the module.</p> <p>Student directed learning: Initial induction for this module will take place as part of a block of study. Student's will study independently and as members of their learning set.</p>
<p>Assessment</p>	<p>Written assignment: circa 7500 words (or equivalent)</p> <p>100% of module assessment</p> <p>At the end of the taught modules you should prepare a document/portfolio of evidence showing personal development in the role of researcher and/or change agent. The evidence will come from working with your learning set, work in the other taught modules, work in your organisation and other sources.</p> <p>The assignment should demonstrate the importance of being a reflective researcher and practitioner. Students should also demonstrate self-understanding, including existing and future research and professional skill requirements. The assignment will reflect on the effectiveness of working in learning sets. It will reflect the progress made in refining the research proposal prior to the submission of the research proposal (RD1).</p> <p>No formative feedback is given on this module assignment.</p>
<p>Indicative resources</p>	<p>Bolton, G. (2010), <i>Reflective Practice</i>. London: Sage.</p> <p>Boud D., Cressey P., Docherty P. (2006). <i>Productive Reflection at Work: learning for changing organizations</i>. London: Routledge.</p> <p>Boud, D., R. Keogh and D. Walker (Eds.). (1985). <i>Reflection: Turning Experience into Learning</i>. London: Kogan Page.</p> <p>Dewey, J. (1933). <i>How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process</i>. Lexington, MA: Heath.</p> <p>Eraut, M. (1994) <i>Developing Professional Knowledge and</i></p>

*Competence*. London: Falmer Press.

Haan de E. (2005). *Learning with Colleagues: an action guide for peer consultation*. Basingstoke: Palgrave.

Hogan C. (1995). Creative and Reflective Journal Processes. *The Learning Organization*, 2:2 4-17.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.

McGill I., Beaty L. (1996). *Action Learning (2nd ed.)*. London: Kogan Page.

McIntosh, P. (2010). *Action Research and Reflective Practice*. London: Routledge,

Moon, J. (1999). *Learning Journals: a handbook for academics, students and professional development*. London: Kogan Page

Moon, J. (1999). *Reflection in Learning & Professional Development: Theory and Practice*. London: Kogan Page.

Robbins, S., Hunsaker, P. (2003). *Training in Interpersonal Skills (3rd ed.)*. Englewood Cliffs, NJ: Pearson.

Schon, D. A. (1983). *The reflective practitioner*. New York, NY: Basic Books.

Winstanley, D. (2005). *Personal Effectiveness*. London: CIPD.

<b>Code and title</b>	<b>DB8002 Systematic Literature Review</b>
<b>Description</b>	<p>This module introduces participants to the theoretical frameworks and the many approaches to literature review.</p> <p>Through encouraging a systematic engagement with a substantive body of relevant literature, this module aims to critically analyse and evaluate the previous research work. This leads to the development of further research problem(s) with reference to relevant ideas in the discipline. It also enables participants to synthesize ideas at a high level of understanding and begin to create new knowledge through the development of a conceptual framework relevant to the problem under consideration.</p> <p>The module will require the development of a systematic understanding of substantial bodies of relevant literature, which are at the forefront of an academic discipline or area of professional practice. It also necessitates the analysis, synthesis and interpretation of complex information and the development of novel approaches, models and/or applications.</p> <p>This module therefore seeks to increase critical review and will continue to develop academic writing skills.</p>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Pre-module reading introducing students to key theories and concepts.</li> <li>• Policy discussion related to key texts.</li> <li>• Development of an appropriate academic writing style.</li> <li>• Analysis of concepts and synthesis of ideas and models from a variety of sources/ disciplines.</li> <li>• Consideration of approaches to structuring content.</li> <li>• Examine how others have examined problems in the discipline(s) and operationalized methodologies and methods.</li> <li>• Refine appropriate citation and referencing practices (American Psychological Association guidelines).</li> <li>• Develop conceptual models, arising from reading of the literature.</li> </ul>
<b>Learning outcomes</b>	<p><b>(i) Knowledge and understanding</b></p> <p>On successful completion of the module the participant should be able to:</p> <ol style="list-style-type: none"> <li>1. Systematically search for information using a range of electronic and other resources;</li> <li>2. Critically analyse, evaluate and synthesise previous research;</li> <li>3. Synthesise key concepts and issues in their field;</li> <li>4. Present complex questions clearly both orally and verbally and relate them to a specific problem;</li> <li>5. Demonstrate high level reading and writing skills at doctoral level in academic discourses appropriate to</li> </ol>

	<p>their field of study;</p> <ol style="list-style-type: none"> <li>6. Use IT to enhance communication of their written and presentational material;</li> <li>7. Create new models of representation (theory building) and ways of thinking about a problem, linked to their reading of the literature;</li> <li>8. Demonstrate an understanding of a substantial body of knowledge, which is at the forefront of an academic discipline or area of professional practice;</li> <li>9. Demonstrate an understanding of the ethical issues associated with the area of study.</li> </ol> <p><b>(ii) Knowledge and understanding</b></p> <p>By the end of the module students should have developed skills in:</p> <ol style="list-style-type: none"> <li>1. Communications and literacy: at a level to engage in dialogue with their peers and the wider scholarly community; disseminate their understanding to the academic and wider communities, through both oral and written means.</li> <li>2. Analysis and problem solving: through the use of written assessment, discussion, presentation and journal article critique.</li> <li>3. Identify both established and emergent patterns in academic and management thinking and research.</li> <li>4. Ability to tackle a substantial literature review problem and perform all stages involved. Independent learning and working: through the assessment and reading.</li> <li>5. Working with others: team-working skills will be developed through assessment, case studies, project work, and class-based discussions.</li> <li>6. Ability to work with a supervisor.</li> <li>10. Report writing.</li> </ol>
<b>Delivery</b>	Approximately 30 hours class contact, 160 hours independent study
<b>Assessment</b>	<p>Written assignment: circa 7500 words (or equivalent)</p> <p>100% of module assessment</p> <p>There will be one assignment with two elements of assessment:</p> <p>The first formative assessment is to give feedback on, for example, the style, structure and referencing, prior to the submission of a review, of publishable quality or equivalent, germane to the field for summative assessment.</p>
<b>Indicative resources</b>	<p>There will be three levels of reading involved for the module which will sometimes overlap:</p> <ol style="list-style-type: none"> <li>1. Generic reading relevant to key common skills in a</li> </ol>

literature review

2. Field specific reading
3. Individual reading relevant to specific research areas which will be the subject of debate between an individual student and his/her supervisory team and as appropriate to the research question.

Books:

General readings:

Carey, G.V. (1976), *Mind the Stop: A Brief Guide to Punctuation*, London: Penguin.

Cryer, P. (1996), *The Research Student's Guide To Success*, Buckingham: Open University Press.

Dochartaigh, N.O. (2007). *Internet Research Skills: How To Do Your Literature Search and Find Research Information Online (2nd Ed.)*. London: Sage.

Quote Unquote (Accessible at:

<http://www.lmu.ac.uk/lss/lss/docs/Harvard/uploads/quoteunq.doc>).

Rose, J. (2001), *The mature student's guide to writing*, Palgrave: Basingstoke.

Strunk, W.I. and White, E.B. (ed.) (1999) *The Elements of Style (4th Ed.)*, New York: Longman

The Internet Detective (Accessible at:

<http://www.netskills.ac.uk/TonicNG/cgi/sesame?detective>).

Specific areas eg:

Business and Management/Computing

Legge, K. (2005), *Human Resource Management: Rhetorics and realities*, Basingstoke: Palgrave MacMillan.

Mabey, C., Salaman, G. and Storey, J. (1998), *Strategic Human Resource Management: A reader*, London: Sage in association with the Open University Business School.

Bryman, A. and Bell, E. (2007) *Business Research Methods (2nd edition)* Oxford. Oxford University Press.

Easterby-Smith M, Thorpe R, Lowe A (2001) *Management Research: an introduction (2nd edition)*. London, Sage.

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Science

Fellows, R. (1995), *Philosophy and Technology (Royal Institute of Philosophy Supplement)*, Cambridge: Cambridge University Press.

Laudon, L. (1996), *Beyond Positivism and Relativism: Theory, method and evidence*, Oxford: Westview Press.

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Tourism and Hospitality

Lashley, C. and Morrison, A. (Eds) (2000). *In Search of Hospitality: Theoretical Perspectives and Debates*. Butterworth-Heinemann: Oxford.

Cooper, C. (Ed) (2003). *Classic Reviews in Tourism*. Channel View: Clevedon, UK.

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Journals: Journals as appropriate to the focus of each student's research

<b>Code and title</b>	<b>DB8003 Methodological Fundamentals</b>
<b>Description</b>	<p>The methodological fundamentals presented in this module will enable participants to develop their ability as skilled researchers. This module develops their understanding of philosophical approaches underlying doctoral level research. It is based on the principle that an understanding of philosophical positions is essential to high quality research. It will enable participants to reveal the philosophical underpinnings of their research. Making participants' conscious of competing and complementary paradigms will enhance their ability to critically judge the appropriateness of their decisions about their own research and to effectively conduct their research. Whilst the focus of this module will be primarily conceptual, there will be opportunities to discuss and apply the theories in practice, through critical reading and discussion of practical examples. The course will be the precursor to the subsequent module <i>Research Methods and Analysis</i>, which focuses on making and interpreting data.</p>
<b>Content</b>	<p><b>Knowledge and methods of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Understanding the range of terms used in methods of inquiry and practice.</li> <li>• Contemporary research and knowledge generation paradigms.</li> <li>• Introduction to research philosophy and the interplay of data and research approaches.</li> <li>• Ontology: existence, identity, properties and change; realism, empiricism, positivism, and postmodernism.</li> <li>• Epistemological foundations: the nature of knowledge; propositional knowledge, Platonic views (truth, belief, knowledge); normative and naturalistic; scepticism; empiricism, pragmatism, rationalism, constructivism, positivism.</li> <li>• Methodology: induction and deduction; abduction; nomothetic and idiographic theorizing; distance and embeddedness.</li> <li>• The role of hypothesis and interpretation in any research project.</li> </ul>
<b>Learning outcomes</b>	<p><b>(i) Knowledge and Understanding</b></p> <p>On successful completion of the module the student should understand and be able to;</p> <ol style="list-style-type: none"> <li>1. Demonstrate a systematic understanding of different conceptual approaches to research and their relative merits</li> <li>2. Show a conceptual understanding of research philosophy.</li> <li>3. Understand ethical issues in the methodology of research.</li> <li>4. Critically interpret research philosophies, including such elements as ontology, epistemology and methods of reasoning.</li> </ol>

	<p>5. Recognise the potential for mismatch between philosophical stance and research aims.</p> <p><b>(ii) Skills:</b></p> <p>By the end of the module the students should develop skills in:</p> <ol style="list-style-type: none"> <li>1. Ability to conceive and design a cogent high level strategy for their research identifying an appropriate philosophy</li> <li>2. Critically analyse approaches to research and begin to assess their implications for their own project(s).</li> <li>3. Critically assess and manage their personal strategies for coping with the philosophical grounding of research.</li> <li>4. The ability to make an informed choice about the research philosophy adopted in the subsequent research phase.</li> <li>5. The ability to identify and resolve problems of inconsistency between approaches and methods.</li> </ol>
<b>Delivery</b>	Approximately 30 hours class contact, 160 hours independent study.
<b>Assessment</b>	<p>Written assignment: circa 7500 words (or equivalent)</p> <p>100% of module assessment</p> <p>There will be one assignment with two elements of assessment:</p> <p>Formative assessment: Will be given on, for example, the approach, style, structure and referencing, prior to the submission of an individual methodological review germane to the field.</p> <p>Summative assessment: Individual assignment of doctoral standard that requires them to demonstrate an informed approach to philosophical and methodological framework.</p>
<b>Indicative resources</b>	<p>Abramson, P. (1992). <i>A Case for Case Studies</i>. London: Sage.</p> <p>Alvesson, M., Skoldberg, K., (2009). <i>Reflexive Methodology: New Vistas for Qualitative Research</i>. London: Sage.</p> <p>Atkinson, P. &amp; Coffey, A. (1996). <i>Making Sense of Qualitative data</i>. London Sage.</p> <p>Baert, P. (2005). <i>Philosophy of the Social Sciences: Towards Pragmatism</i>. Cambridge: Polity.</p> <p>Blaxter, L. et al (1996). <i>How to Research</i>, Open University Press.</p> <p>Dadds, M. &amp; Hart, S. (2001). <i>Doing Practitioner Research Differently</i>. London: Routledge.</p> <p>Davidson, D. (2001). <i>Inquiries into Truth and Interpretation</i>. Oxford: Oxford University Press.</p>

Denscombe, M. (1998). *The Good Research Guide*. Oxford: OUP.

Easterby-Smith M., Thorpe R., Lowe A. (2001). *Management Research: an introduction (2nd edition)*. London: Sage.

Eisenhardt, K. M. (1989) Building theories from case study research. *Academy of Management Review* 14(4), 532-550.

Greenfield, T. (ed.) (2002). *Research Methods for Postgraduates*. Edward Arnold. 2nd edition.

Gilbert, N. (1993). *Writing About Social Research*. London: Sage.

Hamlin B., Keep J., Ash K. (2001). *Organizational Change and Development: A Reflective Guide for Managers, Trainers and Developers*. Harlow: FT/Prentice-Hall.

Hart, E & Bond M. (1995). *Action Research for Health and Social Care*. Open University Press.

Heron, J. (1996). *Co-operative inquiry: research into the human condition*, London: Sage.

Kemmis, S. (in Zuber-Sherritt) (1991). *Action Research for Change and Development*. Gower: London.

McNiff, J. (1992), *Action research: Principles and Practice*. London: Routledge.

Ragin, C & Becker, J. (1992). *What is a case? Exploring the foundations of social enquiry*. Cambridge. Cambridge University Press.

Rickards, T. & Murray, C. (2006). *Dilemmas of Leadership*. London: Routledge.

Robson, C. (2002). *Real World Research*, (2<sup>nd</sup> ed.) Oxford: Blackwell.

Scapens, R. W. (1990). Researching Management Accounting Practice: The role of the case study methods. *British Accounting Review* 22, 259-281.

Seale, C. (1999). *The Quality of Qualitative Research*. London: Sage.

Stanford Encyclopaedia of Philosophy, [plato.stanford.edu](http://plato.stanford.edu)

University of Gloucestershire Research Ethics Handbook of Principles and Procedures

Wetherell M. (Ed.) (1996). *Identities, Groups and Social Issues*, London: Open University/Sage.

Winter. R. (1995). *Learning from Experience. Principles and Practice in Action Research*. London: The Falmer Press.

Yin, R.K. (2003). *Case Study Research – Design and Method (3<sup>rd</sup> Ed.)* London: Sage.

Code and Title	<b>DB8004 Research Methods and Analysis</b>
Description	<p>This module builds on the philosophical foundations discussed in the <i>Methodological Fundamentals</i> module. Initially it considers a variety of methods for making data such as questionnaires, interviews, and observation. Subsequently, it considers ways of analysing and synthesizing the findings. In addition, the role of research practice in a professional doctorate will be examined along with techniques by which researchers can generate and apply knowledge. There will be opportunities for students to familiarise themselves with various methods of analysing and presenting data. Students will be required to demonstrate a mastery of the elements of research method germane to their intended study. Students will also be encouraged to consider the possible barriers to a successful research project using any particular method. Students begin the process of designing and implementing a substantial research project with scholarly integrity. This module will introduce students to the formal requirements of writing a cogent research proposal (RD1) based on a synthesis of all the learning from the taught modules.</p>
Content	<p>Methods in context: validity, reliability, cogency, and authenticity will be explored in this research.</p> <p>Exploring the relationship between types of research questions and appropriateness of different data making methods.</p> <p>The use of and the distinction between primary and secondary material.</p> <p>Quantitative data – selecting participants, analysis approaches analytical software (such as SPSS and AMOS Knowledge Tree).</p> <p>Qualitative material – sampling, generation and analysis; analytical software (such as NVivo and Atlas.ti).</p> <p>Examination of the consequences of implementing an interventionist method of gathering data.</p> <p>Consideration of the ethical issues involved in data making and presentation.</p> <p>Writing a research proposal (RD1 form).</p>
Learning Outcomes	<p>i) <b><i>Knowledge and Understanding</i></b></p> <p>On successful completion of the module the student should be able to:</p> <ul style="list-style-type: none"> <li>a) Demonstrate a systematic understanding of methods of gathering and analysing data appropriate to their particular field of study within management.</li> <li>b) Design a research study demonstrating mastery of the methods of research contained within it.</li> <li>c) Be able to critically explore, evaluate and investigate new and</li> </ul>

	<p>complex ideas.</p> <p>d) To be able to conduct research that balances the interests of the researcher and the requirements of the field of research.</p> <p>ii) <b>Skills</b>  <i>By the end of the module students should have developed skills in:</i></p> <p>a) Communications and literacy: at a level to engage in dialogue with their peers and the wider scholarly community; disseminate their understanding to the academic and wider communities, through both oral and written means.</p> <p>b) Selecting and applying appropriate quantitative techniques: planning and testing appropriate analysis of numeric data, using relevant software where appropriate.</p> <p>c) Selecting and applying appropriate qualitative techniques: planning and analysing of non-numeric material, using relevant software where appropriate.</p> <p>d) <i>Analysis and</i> problem solving: through the use of written assessment, discussion, presentation and journal article critique.</p> <p>e) Independent learning and working: <i>through the assessment and reading.</i></p> <p>f) Working with others: team-working skills will be developed through assessment, case studies, project work, and class-based discussions and activity.</p> <p>g) ICT: students are expected to make use of technology in researching for, preparing and presenting their assessment. Software may also be used in the analysis of qualitative and quantitative material collected as part of the assessed project.</p>
<b>Delivery</b>	Approximately 30 hours class contact, 160 hours independent study
<b>Assessment</b>	<p>Formative assessment:  Will be given on, for example, approach, style, structure and referencing, prior to the submission of an individual review and reflection of methods germane to the research. This will assist in the development of both an appropriately critical approach and academic writing style.</p> <p>Summative assessment:  Individual review of research methods at doctoral standard which is germane to area of study (70%)  Individual or group presentation (30%)  [total assessment load equivalent to circa 7,500 words]</p>
<b>Indicative Resources</b>	<p>Books:</p> <p>Anderson, J. (2002) <i>Assignment and Thesis Writing</i> (4th edition) Chichester, Wiley.</p>

Bryman, A. and Bell, E. (2007) Business Research Methods (2nd edition) Oxford. Oxford University Press

Carson, D.J., Gilmore, A., Perry, C. and Gronhaug, K. (2001) Qualitative Marketing Research. London. Sage

Coffey A and Atkinson P. (1996). Making Sense of Qualitative Data. London: Sage.

Brockbank, A. and McGill, I. (2007) Facilitating Reflective Learning in Higher Education (2nd edition). Buckingham: OU Press.

Cassell C and Symon G (2004) Essential Guide to Qualitative Methods in Organizational Research, London, Sage.

Denscombe M (2003) The Researcher's Tool Kit: The Good Research Guide, Student Guide to Research Ethics and Learning from Research, Buckingham, Open University Press.

Easterby-Smith M, Thorpe R, Lowe A (2001) Management Research: an introduction (2nd edition). London, Sage.

Edwards JE, Thomas MD, Rosenfeld P and Booth-Kewley S (1997) How to Conduct Organizational Surveys: a step by step guide Thousand Oaks, Sage.

Fielding J and Gilbert N (2006) Understanding Social Statistics (2nd edition). London, Sage.

Gill J and Johnson P (1997) (second edition) Research Methods for Managers London, Paul Chapman.

Gummesson E (1999) Qualitative Methods in Management research (2nd edition) Newbury Park, California, Sage.

Hart, C (2001) Doing a Literature Search. London, Sage.

Johns, C (2000) Becoming a Reflective Practitioner (Oxford: Blackwell).

Light, G. and Cox, R. (2001) Learning and Teaching in Higher Education: The Reflective Professional. London: PCP.

Orna E with Stevens G (1995) Managing information for research. Buckingham: Open University Press.

Robson C (2002) Real world research: a resource for social scientists and practitioner researchers (2nd edition). Oxford: Blackwell.

Strauss A and Corbin J (eds.) (1997) Grounded theory in practice. Thousand Oaks: Sage.

Symon G and Cassell C (eds.) (1998) Qualitative Methods and Analysis in Organizational Research: A practical guide. London: Sage.

Zikmund WG (2006) Business Research Methods (5th edition). Academic Internet Publishers.

Journals and books as appropriate to the focus of each student's research