

IS6023 - Designing Practitioner Research

1. Module Code	IS6023	2. Module Title	Designing Practitioner Research
3. Module Level	6	4. Module Credit	20 CC 10 ECTS
5. Delivery Site(s)	Queen's Park Campus / negotiated for client needs.		
6. Available to / Restrictions	Students eligible to study at Level 6.		

7. Expected Student Learning Activity and Contact Hours

Students will normally negotiate how they will engage with the module, and can include through learning technology or workshop.

Scheduled hours	Placement Hours	Independent Guided study
15	0	185

8. Attendance Guidance

There are multiple contact points during the module - students are expected to engage with these.

9. Module Content

- Practitioner-researcher contexts
- Positions and perspectives in/of practitioner research
- Validity, reliability, generalisability and ethics
- Formulating a research focus
- Sources of knowledge
- Research purpose, research questions and data
- Approaches to and strategies for practitioner research
- Methods (tools and techniques) for data collection and analysis for practitioner-researchers

10. Aims

This module aims to help practitioners develop and enhance work based/related research and evidence-based working practices. Practitioners will clearly define a personal, group, professional and/or organisational area for development, and design a practitioner-research proposal which will provide the basis for further action. The design will consider issues of validity and ethics, as appropriate to the context and constraints of a single researcher (normally) situated and embedded within the workplace. The aims are to enable learners:

- To identify a problem, issue or area for development in the workplace capable of investigation and likely to generate useable findings as the basis for future actions
- To choose a suitable range of investigative methods appropriate to a level 6 investigation in a Negotiated Experiential Learning Module

To design a practitioner research proposal which is valid and ethical.

11. Methods of Learning and Teaching and Formative Assessment

Students will normally negotiate how they will engage with the module, and can include through learning technology or workshop. Methods typically include workshop, individual tutorials, comprehensive on-line resources and formative assessment on draft proposals.

12. Learning Outcomes**To design a proposal which:**

1. Critically analyses the practitioner's context and existing knowledge sources to specify and justify a research focus and purpose
2. Critically justifies methodological choices in relation to the practitioner's context, purpose and/or questions
3. Devises a valid and ethical methodology which addresses its purpose and questions
4. Devises a research action plan which is specific, measurable, achievable, realistic and time-bound

13. Assessment and Reassessment Components and Weighting

13a. Assessment

	Component	Weighting %	Learning outcome(s) assessed	KIS category
1	Proposal	100%	All	Coursework

100% coursework as follows:

A. A written proposal (4,000 words, all LOs).

OR

B. A written proposal (2-3000 words) and critical dialogue assessment
(All LOs, holistically: how each will be met will be negotiated with the tutor).

13b. Reassessment

Re-submission of assignment as detailed above.

14. Key References

Brown, R.B. (2006) *Doing your Dissertation in Business and Management: the Reality of Researching and Writing*, London: Sage. [electronic book]

Dawson, C. (2009) *A Practical Guide to Research Methods*, Third Edition, Oxford: Oxford How To Books. [electronic book]

Denscombe, M. (2007) *The Good Research Guide: for Small Scale Social Research Projects*, Third Edition, Buckingham: Open University Press. [electronic book]

Gorard, S., & Siddiqui, N. (2018). There is only research: the liberating impact of just doing research. *International journal of multiple research approaches.*, 10(1), 328-333.

Gummesson, E. (2017). *Case theory in business and management: reinventing case study research*. London: Sage.

Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination*. Sage.

Quinlan, C., & Zikmund, W. G. (2015). *Business research methods*. Andover: Cengage Learning. [electronic book]

Stokes, P. and Wall, T. (2014) *Research Methods*, Basingstoke, Palgrave.

Saunders, M., Thornhill, A., & Lewis, P. (2015). *Research methods for business students*. Harlow: Pearson. [electronic book]

Saunders, M., Thornhill, A., & Lewis, P. (2017). *Doing Research in Business and Management*. Harlow: Pearson.

Thomas, A.B. (2004) *Research Skills for Management Studies*, London: Routledge. [electronic book]

VanderStoep, SW. and Johnston, D.D. (2008) *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*, San Francisco: Jossey-Bass. [electronic book]

Walliman, N. (2017). *Research methods: The basics*. London: Routledge.

15. Module Leader

Dr Neil Moore

16. Module Assessment Board

Faculty of Business and Management - Centre for Work Related Studies - Work Based and Integrative Studies Subject Assessment Board

17. Approved by

Revalidation Panel for Undergraduate WBIS Programme

18. Date of Approval

Sun, 30 Sep 2018

[Close](#) - return to summary page [Print](#) - launches the print options panel