CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Critical Business Enquiry Project					
Module Code	UMCD9W-30-3		Level	3	Version	1
Owning Faculty	FBL		Field	Business and Management Cross Disciplinary		
Contributes towards	BA (Hons) Business and Management; BA (Hons) Business Management (LCO); BA (Hons) International Business; BA (Hons) Business and HRM. BA (Hons) Business Management with Marketing; BA (Hons) Business Management with Accounting & Finance; BA (Hons) Business Management with Economics; BA (Hons) Business Management with Tourism; BA(Hons) Tourism Management; BA(Hons) Marketing; BA(Hons) Marketing Communications					
UWE Credit Rating	30 Credits	ECTS Credit Rating	15		Module Type	Standard
Pre-requisites	Methods of Enquiry UMCDTX-30-2 Marketing Research & Enquiry UMKD6P-30-2		Co- requisites			
Excluded Combinations	Other 30 credit project modules		Module Entry requirements			
Valid From	September 2012		Valid to			

CAP Approval Date	December 2011

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of the role of academic research in business, management and organizational knowledge (A) • Demonstrate an ability to evaluate different research approaches and methodologies (A, B) • Demonstrate an informed understanding of alternative approaches to the development of academic knowledge about business and management (A, B) • Demonstrate a scholarly, critical and comprehensive understanding of one of a range of pervasive and contemporary business issues (B) • Be familiar with relevant business (and other) databases. (B) • Interpret and evaluate published business and management research from a variety of disciplinary and philosophical perspectives (B) • Design and implement an extended research project involving the use of complex intellectual resources (B) • Be self critically reflective on the quality of own work (A) In addition the educational experience will explore, develop, and practise but may not formally assess the following: • Time management skills • Resource identification and management skills • Effective oral and written communication skills • Independent and interdependent (group) working

Syllabus Outline	Although the project largely involves self-directed private study supported by supervision, there will be a taught unit within the module, involving lectures, lectorials and skills sessions (see below). It is anticipated that this unit will also be available to students from other final year project-based modules. Week 1: Introduction to the Unit: project documents and dissertations Week 2: Planning Week 3: Structuring Week 4: Writing Week 5: Editing and reviewing
Contact Hours/Scheduled Hours	Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week during the taught unit. This will consist of: - A weekly one hour lecture for the delivery of core syllabus concepts - A two hour facilitated enquiry/problem-based learning lectorial - Up to three one hour skills development/group supervision/surgery workshops with tutor feedback and support Each student will have the opportunity to benefit from individual supervision (see below). Extensive use will be made of Blackboard, and students will also be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module.
Teaching and Learning Methods	**Scheduled learning** The taught unit will be delivered over 5 weeks with a maximum of 6 hours contact time per week. Lectures will be 1 hour large group taught sessions. These will be supported by two hour lectorials where students will be supported in developing knowledge and understanding necessary for subsequent skills sessions. Skills (etc) sessions will support (a) the formal learning sessions of the unit and (b) the individual supervision sessions, and will be directly linked to the learning journal assessment. **Independent learning** Extensive independent learning is a necessity for this module. The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value. This study will be supported by a series of up to 4 supervision sessions with a member of academic staff.
Reading Strategy*	**Access and Skills** – All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a large range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Students will be presented with opportunities within the programme curriculum and within this module to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively. **Blackboard** – This module is supported by Blackboard, where students will be able to find all necessary module documentation, including guidance on further reading within the module handbook. Direct links to information resources will also be provided from within Blackboard **UWE Libraries** – Engagement with online resources available through the library will be a core requirement of this module. **Essential reading** – Essential reading is the set text for this module which students are expected to purchase. The set text will be chosen by module staff from those suitable and appropriate, which are likely to include:

	Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination.* London: SAGE.
	Further reading – Students will be advised of additional texts that further develop knowledge and understanding of specific issues within the module. In particular, students will be required to engage in independent research and wider reading in completion of the assessment for this module. Suggestions as to additional reading material will be made available to students during the course of the module via Blackboard and by supervisors. For their literature review, students will be expected to read very widely in the periodical (journal) literature on their chosen topic.
Indicative Reading List	Alvesson, M. and Deetz, S. (2000) *Doing Critical Management Research*. London: SAGE. Bryman, A. and Bell, E. (2011) *Business Research Methods*. Third edition. Oxford: Oxford University Press Cassell, C. and Symon, G. (2004) *Essential Guide to Qualitative Methods in Organizational Research.* London: SAGE. Cummings, L.L. and Frost, P.J., eds. (1995) *Publishing in the Organizational Sciences*. Second Edition. London: SAGE. Locke, L.F., Silverman, S.J. & Spirduso, W.W. (2010) *Reading and Understanding Research.* Third Edition. London: SAGE. Frost, P.J., Lewin, A.Y. and Daft, R.L., eds. (2000) *Talking about Organization Science*. London: SAGE. Frost, P.J. and Stablein, R.E. (1992) *Doing Exemplary Research*. London: SAGE. Johnson, P. and Duberley, J. (2000) *Understanding Management Research.* London: SAGE. Stablein, R.E. and Frost, P.J. (2004) *Renewing Research Practice*. Palo Alto, CA: Stanford University Press. Thomas, A.B. (2003) *Research Skills for Management Studies*. London: Routledge. Thomas, A.B. (2006) *Research Concepts for Management Studies*. London: Routledge. In all cases subsequent editions may be available

Part 3: Assessment	
Assessment Strategy	The assessment methods are chosen to provide summative feedback and to enable the students to demonstrate that they have achieved the learning outcomes of the module. Formative feedback will be provided during supervision sessions and as part of the skills component of the taught unit. A Learning Journal (Component A) will be compiled progressively over the course of the module, to comprise: research diary and reflective essay Indicative minimum length: 2000 words. A comprehensive and critical literature review (Component B) on a specific research topic will be developed as coursework over the module, supported by a practitioner-oriented executive summary of research project. Indicative maximum length: 7000 words.

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		25%	75%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Learning Journal (2,000 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Literature Review & practitioner oriented executive summary (7,000 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Learning Journal resubmission with evidence of reflection on feedback	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Literature Review resubmission with evidence of reflection on feedback	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.