

## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Investigating a Business Issue from an HR Perspective (Report)				
Module Code	UMPCXV-15-M	Level	M	Version	2.1
Owning Faculty	FBL	Field	HRM		
Contributes towards	MA Human Resource Management				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	1 <sup>st</sup> September 2013		Valid to		

<b>CAP Approval Date</b>	6 February 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principal methodologies of business and management research. (Component A)</li> <li>• Identify and justify a business issue that is of strategic relevance to the organisation (Component A)</li> <li>• Evaluate the relative merits of different data collection methods in relation to specific research problems and briefs. (Component A)</li> <li>• Choose an appropriate and methodologically sound approach to investigating organisational problems, issues, policies and processes, showing sensitivity to their strategic and business context, and drawing on and integrating insights gained through study of the main human resource management sub-specialisms. (Component A)</li> <li>• Use the resources of a library to conduct a literature search. (Component A)</li> <li>• Apply relevant theoretical concepts and models of human resource practice to the design of research and the analysis, interpretation and evaluation of results. (Component A)</li> <li>• Draw realistic and appropriate conclusions and make practical and actionable recommendations. (Component A)</li> <li>• Demonstrate competence in gathering primary and secondary data, using quantitative and/or qualitative means, as appropriate. (Component A)</li> <li>• Make recommendations based on a business case, taking account of the resource and cost implications to the organisation (Component A).</li> <li>• Produce a well argued, written and presented Management Research Report. (Component A)</li> <li>• Self critically reflect upon the design and execution of their investigation and</li> </ul>

	<p>review their personal learning from the research. (Component A)</p> <p><b><u>In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:</u></b></p> <ul style="list-style-type: none"> <li>• Understand the problems of negotiating and maintaining research access</li> <li>• Appreciate the ethical issues in social research and the problems and dilemmas in the dissemination and implementation of research findings</li> <li>• Understand the notion and practice of self-directed continuing professional development</li> </ul>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The skills of project and time management as applied to organisation-based research.</li> <li>• Identification and exploration of literature relevant to a research project, and access to other sources of information and guidance, including professional practice in other organisations. Conducting a literature search. Using the resources of the internet.</li> <li>• Different approaches to the investigation of organisational problems, issues, processes and policies: types of data, research methods, techniques of problem diagnosis, creativity and innovation in problem solving. Attending to the political dimensions of research and problem solving. Professional and ethical issues in research.</li> <li>• Skills of data presentation and report writing.</li> <li>• Introduction to business and management research; defining of research, its features and applications.</li> <li>• Planning research, defining objectives, choosing an appropriate methodological approach, research design and project management.</li> <li>• The survey method: characteristics of the survey method; potential scope of applications, questionnaire design and piloting, sampling techniques, questionnaire administration, data analysis and evaluation.</li> <li>• Qualitative interviewing and observation methods: planning and co-ordinating semi-structured and unstructured interviews; recording, analysing and evaluating the data.</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• Total contact time amounts to 30 hours. This comprises 12 hours for 2 day block teaching (lectures and seminars) and 18 hours for student supervision.</li> </ul>
Teaching and Learning Methods	<p>Teaching is based on 12 hours (two day block) formal lectures, seminars and practical activities. The lectures are designed to introduce concepts, data and a framework for analysing the particular themes and issues under discussion. The seminars and practical activities enable students to 'make sense' and experience first hand, the challenges of understanding, planning, designing, implementing, analysing and writing-up their own research. Students will also have access to Blackboard where lecture slides and additional readings can be downloaded, and the study skills web pages, especially in relation to referencing and other academic-related activities.</p> <p>In addition students are asked to complete a research proposal (not formally assessed) which will form the basis of preliminary discussions about the research. This is expected to include the following:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Aim and objectives of the research</li> <li>• Background and context explaining why this topic has been chosen and its relevance</li> <li>• Indicative data collection methods</li> <li>• Indicative sources</li> </ul> <p>During the completion of the report, primary support is given by a student supervisor who acts as an advisor and mentor to the student, providing a contact point when ideas need to be explored or problems discussed. The supervisor will also provide written feedback on drafts of the student's work.</p>

	<p>In addition, student support will also be available from the module leader whose primary role is to ensure the smooth management of the project phase of the programme. He/she will be involved in preliminary discussions with students over initial topic ideas and their viability, the development of a preliminary research proposal, choice of appropriate project supervisors and matters of access. The module leader will monitor the progress of students and take action when required.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Placement learning:</b> may include a practice placement, other placement, year abroad.</p>
Key Information Sets Information	Not currently applicable for Postgraduate modules
Reading Strategy	<p>Students are expected to develop a reading strategy in line with the topic they are investigating. This should enable them to evaluate the existing literature and contemporary HR policy and practice relevant to the chosen issue. In doing this students are encouraged to make full use of printed and electronic resources available through the University. These include a range of electronic journals as well as a wide variety of resources available via information gateways. The University web pages provide access to subject relevant resources and services and to the library catalogue and many of these resources can be accessed remotely.</p> <p>In addition to this students are encouraged to read material relating to the development and execution of a research strategy.</p>
Indicative Reading List	<p>The essential reading will be specified in the module handbook and on Blackboard at the start of the module. This is potentially subject to change at short notice and students should not purchase any text without the guidance of the module leader. Examples of essential reading may include:</p> <p>Anderson, V. (2009) <i>Research Methods in Human Resource Management</i>. 2<sup>nd</sup> edn. London: Chartered Institute of Personnel and Development. London</p> <p>Bryman, A. and Bell, E. (2007) <i>Business Research Methods</i>. 2<sup>nd</sup> edn. Oxford: Oxford University Press.</p>

Part 3: Assessment	
Assessment Strategy	<p>The module is assessed through a 6000-8000 word project, based on 100 independent study hours. Management Research Reports are marked in the first instance by the Management Research Report supervisor according to the criteria below.</p> <ol style="list-style-type: none"> <li>1. Aims and objectives are clearly stated, relevant to the organisation and intellectually challenging.</li> <li>2. The organisational context is clearly explained and relevant to the research.</li> <li>3. A critical appreciation of the relevant literature is demonstrated and</li> </ol>

	<p>sources are correctly attributed and referenced.</p> <ol style="list-style-type: none"> <li>Appropriate methods of data collection are used, choice of methods is justified and limitations are discussed.</li> <li>Evidence of systematic data collection is provided; findings are clearly presented.</li> <li>Findings are analysed and discussed; discussion is integrated with literature review.</li> <li>Appropriate conclusions are reached which are consistent with the research objectives and supported by evidence.</li> <li>Realistic recommendations are made which provide a persuasive business case and show an awareness of relevant cost and resource implications (including action plans, where appropriate).</li> <li>The report is professionally presented, including good use of English, appropriate use of diagrams, tables and summaries and within word limit.</li> <li>There is evidence of self- critical reflection and review of personal learning from the research project.</li> </ol>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1.6000-8000 word report	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. n/a		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.6000-8000 word report	100%
Component B Description of each element	Element weighting (as % of component)
1. n/a	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	