

## CDA4 Programme Design Template Module specification (with KIS)



### CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Methods of Enquiry (Accounting, Economics and Finance)				
Module Code	UMCDC9-30-2	Level	2	Version	1.1
Owning Faculty	FBL	Field	Business and Management Cross Disciplinary		
Contributes towards	BA (Hons) Business Management with Accounting & Finance; BA (Hons) Business Management with Economics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	Methods of Enquiry (BIM) UMCDTX-30-2; Methods of Enquiry (Marketing, Events and Tourism) UMCDC8-30-2		Module Entry requirements		
Valid From	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 informed understanding of the roles and purposes of different types of organisational enquiry and Accounting, Economics and Finance research (A, B)</li> <li>- Demonstrate an understanding of the principles and practice of the design of research and other investigative projects (B)</li> <li>- Demonstrate the ability to evaluate, select and pursue different enquiry approaches, methods and methodologies (B)</li> <li>- Demonstrate an understanding of ethics in the enquiry process. (B)</li> <li>- Understand, select and apply different methods of enquiry relative to context. (B)</li> <li>- Be familiar with relevant business (and other Accounting, Economics and Finance) databases. (B)</li> <li>- Interpret and evaluate published management and Accounting, Economics and Finance research and other evidence. (B)</li> <li>- Design and propose an extended Accounting, Economics or Finance enquiry project.(B)</li> <li>- Self critically reflect on the quality of their own work. (A)</li> </ul> <p>Develop core skills in working accurately and creatively with qualitative and quantitative data. (A)</p> <p>In addition the educational experience may explore, develop, and practise <u>but may not</u></p>

	<p><u>formally assess</u> the following:</p> <ul style="list-style-type: none"> <li>- Time management skills</li> <li>- Resource identification and management skills</li> <li>- Effective oral and written communication skills</li> </ul> <p>Independent and interdependent (group) working</p>
Syllabus Outline	<p>Proposed lecture programme:</p> <ul style="list-style-type: none"> <li>- Designing an organisational enquiry project 1: Principles</li> <li>- Designing an organisational enquiry project 2: Practicalities</li> <li>- Framing problems, questions and objectives in organisational enquiry</li> <li>- Reviewing the evidence-base in organisational enquiry</li> <li>- Principles of quantitative enquiry</li> <li>- Principles of qualitative enquiry</li> <li>- Ethics of organisational enquiry</li> <li>- Designing successful pitches and proposals</li> <li>- Practising quantitative enquiry</li> <li>- Practising qualitative enquiry</li> <li>- Completing and writing enquiry projects</li> <li>- Preparing for your final year project</li> </ul> <p>Underpinning skills sessions will address the following related syllabus:</p> <ul style="list-style-type: none"> <li>- Effectively utilise UWE IT and library systems, identifying and accessing a variety of resources both in print and electronically; and effectively utilise a variety of computer software packages relevant to organisational enquiry.</li> <li>- Evaluate data sources and make informed judgments about their quality and relevance</li> <li>- Constructively interpret, evaluate and critique the available evidence-base, identifying strengths and weaknesses in design, technique, analysis and conclusions.</li> <li>- Effectively comprehend and demonstrate the principles and practices of enquiry project design.</li> <li>- Identify, select and defend methods and techniques of data collection appropriate for enquiry in a specific field of study, and specify and defend their relevance to a specific research question.</li> <li>- Identify, select and defend methods and techniques of data analysis appropriate for enquiry in a specific field of study, and specify and defend their relevance to a specific research question.</li> <li>- Demonstrate awareness of issues relating to the rights of other researchers, of research subjects and of others who may be affected by research or other form of organisational enquiry.</li> <li>- Demonstrate effective project planning skills.</li> <li>- Demonstrate effective academic and applied writing and editing skills.</li> </ul>
Contact Hours	<p>Module delivery will be based on 6 hours of scheduled learning and teaching activities per teaching week. This will consist of:</p> <ul style="list-style-type: none"> <li>- A weekly one hour lecture for the delivery of core syllabus concepts</li> <li>- A two hour facilitated enquiry/problem-based learning lectorial</li> <li>- Three one hour skills development/labwork/surgery workshops with tutor feedback and support</li> </ul> <p>Extensive use will be made of Blackboard for weekly guided independent study work.</p> <p>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. In addition a number of e-learning resources will also be used:</p> <ul style="list-style-type: none"> <li>- The MySkills Study Skills website at <a href="http://www.uwe.ac.uk/library/resources/hub/">http://www.uwe.ac.uk/library/resources/hub/</a></li> <li>- iSkillzone <a href="http://iskillzone.uwe.ac.uk">http://iskillzone.uwe.ac.uk</a></li> </ul>

- Learn Higher <http://www.learnhigher.ac.uk/Students.html>

Espresso Maths <http://www.cems.uwe.ac.uk/mslc/>

Teaching and Learning Methods

The overall objective of the module is to support students in developing a critical, scholarly and appreciative understanding of the principles and practices of organisational enquiry. This includes not only empirical or conceptual research, but also work-based consultancy, project and action research in a broader sense. Teaching and learning methods will reflect the wide diversity of potential approaches and methods, and the intellectual and practical benefits of successful identification and solution of organizational problems.

**Scheduled learning**

The module will be delivered over 12 weeks with a minimum 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 skills sessions, assessments, and subsequent project-based modules.

Skills (etc) Sessions will include but are not limited to:

- Workshops on specific learning topics related to the methods, tactics and techniques of organisational enquiry, including work-based and project research
- Seminars involving developing and practicing specific skills related to a broad range of academic and applied enquiry projects
- Laboratory work relating to skills development in the use of research software
- Drop in and scheduled sessions allowing the review of academic performance and the planning of academic development.

These skills sessions will be directly linked to the portfolio/learning journal assessment

Lectorial and skills sessions will be delivered in strands rather than blocks, to facilitate extended learning over the course of the module.

**Independent learning**

Extensive independent learning will be required, supported and encouraged. The study time associated with the module is based on 10:1 ratio of notional student study hours to credit value.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Coursework:** Written assignment or essay, portfolio,

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		0%	
Coursework assessment percentage		100%	
Practical exam assessment percentage		0%	
		100%	

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:

Bryman, A. and Bell, E. (2011) *Business Research Methods*. Third edition. Oxford: Oxford University Press (or subsequent current editions)

Associated web resources: <http://www.oup.com/uk/orc/bin/9780199583409/>

This is potentially subject to change at short notice and students should not purchase any set text in advance of the module without the guidance of the module tutor.

**Further reading** – Students will be advised of additional texts that further develop knowledge and understanding of a specific topic within the module. In particular, students will be encouraged 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. The essential and suggested readings provide a baseline of sources that students should go beyond in their assessment research.

Indicative Reading List

*General Management Research Texts*

Easterby-Smith, M., Thorpe, R., and Jackson, P.R.. (2008) *Management Research: An Introduction*. 3<sup>rd</sup> ed. London: SAGE.

Maylor, H. and Blackmon, K. (2005) *Researching Business and Management*. London: Palgrave.

Saunders, M., Lewis, P., and Thornhill, A. (2009) *Research Methods for Business*

*Students*. 5th ed. Essex: Pearson.

*Reading dealing with specialist research methods or social research generally* (a small selection of the possibilities available):

Alvesson, M. and Deetz, S. (2000) *Doing Critical Management Research*. London: SAGE.

Cassell, C. and Symon, G. (2004) *Essential Guide to Qualitative Methods in Organisational Research*. London: SAGE.

Ryan, B., Scapens, R.W. and Theobald, M. (1992) *Research Method and Methodology in Finance and Accounting*. London: Academic Press.

Silverman, D. (2009) *Doing Qualitative Research: A Practical Handbook*. 3<sup>rd</sup> ed. London: SAGE.

*Material on Literature Reviews:*

Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: SAGE.

*Material on the Context of Management Research:*

Cummings, L.L. and Frost, P.J., eds. (1995) *Publishing in the Organisational Sciences*. 2<sup>nd</sup> ed. London: SAGE.

*Material on the Philosophy of Management (or Social) Research:*

Crotty, M. (1998) *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: SAGE

Blaikie, N. (1993) *Approaches to Social Enquiry*. Cambridge: Polity.

Frost, P.J., Lewin, A.Y. & Daft, R.L., eds. (2000) *Talking about Organisation Science*. London: SAGE.

Hughes, J. and Sharrock, W. (1997) *The Philosophy of Social Research*. 3rd ed. Harlow: Addison Wesley Longman.

Johnson, P. & Duberley, J. (2000) *Understanding Management Research*. London: SAGE.

In all cases subsequent editions may be available

For their research proposal, which will involve a mini-literature review, students will be expected to read widely in the periodical (journal) literature on their chosen topic.

<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The assessment methods are chosen to provide formative and summative feedback and to enable the students to demonstrate that they have achieved the learning outcomes of the module.</p> <p>A Portfolio/Learning Journal (Component A) will be compiled progressively over the skills sessions, which will incorporate a series of online test. In addition individual reflections on the development of the research proposal (see below) will be an important element of this portfolio. Indicative length: 1, 500-2,000 words.</p> <p>A 3,000-4,000 word proposal (Component B) on a specific research issue will be developed as coursework over the module. This will normally be in respect of the project (empirical, theoretical, or applied) the student intends to develop at level 3.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio/Learning Journal	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Proposal (3,000-4,000 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Portfolio/Learning Journal resubmission with evidence of reflection on feedback	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Proposal resubmission with evidence of reflection on feedback	100%	
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.		