University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Integrated Management Research and Professional Development					
Module Code	UMODFK-15-M		Level:	M	Version	1
Owning Faculty	FBL		Field:	Organisation Studies		
Contributes towards	Master in Business Administration					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	na		
First CAP Approval Date	13 February 2014		Valid from	September 2014		
Revision CAP Approval Date			Revised with effect from			

Review Date	September 2020

Part 2: Learning and Teaching	
Learning Outcomes	The module focuses on the need for evidence-based management and business decision-making and prepares students to make a contribution to their professional and academic development. Students will undertake critical reflection on how their learning through the programme enables them to apply and evaluate theories or models in practice and prepares them to undertake practice-oriented inquiries during their studies and beyond. On successful completion of this module students will be able to: • evidence their ability to continue learning through critical reflection on practice, experience and their personal development through the MBA programme and beyond • communicate effectively and present themselves with confidence in business/management contexts • evaluate the role of research-based knowledge and evidence in complex managerial decision-making and policy formation • make informed decisions about appropriate strategies and methods, and evaluate any particular challenges of, undertaking business and management research in a global context • appraise the ethical and practical issues arising in carrying out research, and take account of these issues when developing a research, consultancy or

	feasibility proposal • evidence their evaluation and application of relevant theories, concepts and knowledge in business/management contexts and reflect on their personal and professional development through this process • evidence of the ability to interact effectively with a range of specialists
Syllabus Outline	• The importance of critical reflection and how to undertake it • Personal and professional development planning and goal-setting • Professionalism and inter-cultural issues in business and management • The role of career planning and Continuing Professional Development • Questions and debates related to the nature and use of evidence and how it relates to managerial decision-making, continuing professional development and academic study • Reviewing literature and other sources of evidence critically • Examination of the main conceptual and theoretical perspectives associated with creation of business and management knowledge • Identification and critical analysis of significant types of research strategy used in management research • Evaluation of data gathering techniques and their uses • Critical evaluation of ethics and values in the research process and the importance of considering risk to researchers and participants in designing any research. Consideration of the purpose and role of ethics committees and the completion of ethical audits. • Consideration of approaches to the analysis, interpretation and communication of data for different audiences
Contact Hours	Work-based activities, work or equivalent professional development/CPD activities Periodic hours for reflection/surgery/careers guidance
Teaching and Learning Methods	Learning in the module is achieved through a combination of class-based activity (which may take place in a physical or virtual classroom and may involve synchronous and asynchronous group activity) and independent study, supported by online materials. Students will start this module when they commence their MBA studies with an introduction to personal development planning, reflective learning and the construction of a portfolio. During the module, they will participate in a research methods unit delivered to all students. They will have periodic sessions throughout their MBA studies to assist them in the production of their PDP portfolio and will also have access to a range of online PDP resources. There will be an opportunity at the end of each module within the programme for students to be given support in reflecting on what they will take from each module into their personal development portfolio. A range of specialized sessions (face to face or online) designed to support their personal and research skills development will be made available from which they will select according to their particular needs.

Key Information Sets Information

Key Information Set - Module data

Number of credits for this module			15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

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

Coursework: Written assignment

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

| Reading Strategy | Students will be given guidance (Library session) on how to identify relevant sources for themselves, e.g. through the use of bibliographical databases. Some essential reading will be specified in the module handbook and on Blackboard at the start of the module. Students should not purchase any text without the guidance of the module leader.

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 range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Students will be directed towards the FBL study skills website as appropriate. Students will be encouraged to use Blackboard resources referred to in the module handbook. Students are not expected to purchase a core text for this module. |
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| Indicative Reading List | **Indicative sources**
- Bryman, A. and Bell, E. (2011) *Business Research Methods,* 3rd ed. Oxford: Oxford University Press
- Burtonshaw-Gunn, S. (2010). *Essential Tools for Management Consulting: Tools, Models and Approaches for Clients and Consultants*. John Wiley & Sons.
- Crowther, D. and Lancaster G. (2008) *Research Methods: a Concise Introduction to Research in Management and Business Consultancy*, Oxford: Butterworth-Heinemann
- Denscombe, M. (2010) *The Good Research Guide: For Small-Scale Social Research Projects,* 4th ed. Maidenhead: Open University Press [electronic resource]
- Easterby-Smith, M. (2011) *Handbook of Organizational Learning and Knowledge Management* John Wiley: London
- Hill, S. (2007). *How to Analyse and Promote your Skills for Work,* University of London.
- Hopson, B (2009). *Build your Own Rainbow: A Workbook for Career and Life Management,* Management Books 2000, 4th Edition.
- Linley, P.A. (2008). *Average to A+; Realising strengths in yourself and others.* Coventry, UK: CAPP Press.
- Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*, Routledge, London
- Moon, J. A. (2007) *Critical Thinking: an Exploration of Theory and Practice*, |
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	Routledge, London
	• Mumford, J and Roodhouse, S. (2010) (eds.) *Understanding Work-based Learning*, Gower Publishing, Surrey
	• Raelin, J. A. (2008) *Work-based Learning: Bridging Knowledge and Action in the Workplace*, John Wiley & Sons, West Sussex
	• Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students*. 5th ed. Harlow: Financial Times, Prentice Hall
	• Sekaran, U. and Bougie, R. (2009) *Research Methods for Business: a skill building approach*, Oxford: John Wiley & Sons

Part 3: Assessment	
Assessment Strategy	The assessment comprises two parts: **Component A:** Critical Reflection supported with a Personal and Professional Development Portfolio (40%) **Component B:** Research proposal and presentation (60%) **A. Critical Reflection supported with a Personal and Professional Development Portfolio**. Building on their initial personal development plans, students will be required to critically reflect on their learning throughout the MBA programme and how this has, or will, help to shape their professional practice. The critical reflection should provide evaluation of the extent to which the student has used relevant concepts and theories to make a contribution to academic and/or professional practice as well as their own learning. The reflection should be supported with a portfolio of evidence showing how the student has achieved this. The module leader provide suggestions throughout the module as to what students might like to reflect upon or evidence in their portfolios and encourage the gathering and use of evidence in class and beyond (documentary, photographic and aural or video recordings). Students are encouraged to work with tutors throughout the programme to gain formative feedback and support with using the tools needed to create their portfolios. Students are encouraged to be innovative and creative in meeting the outcomes for the assessment. The portfolio will include a CV which must have been discussed with a member of the university Careers Coaching team. **B (1): Research proposal** Students will be required to develop a research proposal based on either a consultancy brief or a topic area suggested by academic staff or negotiated with an organisation (for instance the student's current workplace). Whichever of these options are chosen, the proposal will include the aim and objectives of the research, a brief literature review highlighting relevant sources and identifying research or consultancy themes, proposed research methodology and methods with accompanying rationale or client expectations, an audit of ethical and health and safety issues to be taken into consideration in designing a research, consultancy or consortium project. Students are not expected to undertake their research within this module, simply to develop a proposal for how the research would be carried out. On the basis of feedback provided, students are generally expected to develop this research proposal for their final project.

	- **B (2) Presentation of the Research Proposal** Students are required to give a 10 minute presentation based on their research proposal. This will provide students with the opportunity to present key elements of their proposal and to get feedback that will be of benefit in determining the direction of their final project. The presentation requires students to outline and justify their ideas in respect of particular audiences.

Identify final assessment component and element	Component A	
	A: **40%**	**B**: **60%**
% weighting between components A and B (Standard modules only)		

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Critical reflection (1500 words) supported with a Personal and Professional Development Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Project proposal (2500 words)	80%
2. Presentation (10 minutes)	20%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Critical reflection (1500 words) supported with a Personal and Professional Development Portfolio	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Project proposal (2500 words)	80%
1. Presentation (10 minutes)	20%

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.