

## MODULE SPECIFICATION

1. **Title of the module**  
Consultancy Project (single)
2. **School or partner institution which will be responsible for management of the module**  
Pearson College London
3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**  
Level 5
4. **The number of credits and the ECTS value which the module represents**  
15 credits (7.5 ECTS)
5. **Which term(s) the module is to be taught in (or other teaching pattern)**  
This module can be run in any term: Autumn, Spring or Summer
6. **Prerequisite and co-requisite modules**  
None
7. **The programmes of study to which the module contributes**

BA (Hons) Business Management	- optional module
BA (Hons) Business Management with Finance	- optional module
BA (Hons) Business Management with Global Industries	- optional module
BA (Hons) Business Management with Law	- optional module
BA (Hons) Business Management with Marketing	- optional module
BA (Hons) Applied Business Management	- optional module
8. **The intended subject specific learning outcomes.**  
**On successfully completing the module students will be able to:**
  - 8.1 Identify and define problems or opportunities which require a justifiable and substantial level of structured research activity.
  - 8.2 Critically review information which is appropriate to the issue identified in order to further understand the situation they are investigating.
  - 8.3 Devise a justified research methodology (research methods, data collection, data analysis) suitable to the research context in order to achieve the research objectives set.
  - 8.4 Objectively and effectively present research data.
  - 8.5 Interpret research data gathered on the problem or opportunity and use academic literature where appropriate.

- 8.6 Discuss the implications of the research findings and make appropriate recommendations in light of the identified problem or opportunity.

9. **The intended generic learning outcomes.**

**On successfully completing the module students will be able to:**

- 9.1 Apply research and basic project management skills.
- 9.2 Effectively and appropriately communicate arguments which justify their decisions made throughout a research project, and appropriate, supported recommendations.
- 9.3 Demonstrate a detailed understanding of a variety of sources of information and data, including those typically used in business contexts, and an ability to evaluate their relevance and applicability to a project.
- 9.4 Work independently, and devise and complete relevant tasks with limited supervision and respond professionally and constructively to feedback.
- 9.5 Apply analysis of information and data to contemporary business contexts or issues and identify opportunities and challenges including any ethical issues.
- 9.6 Communicate and present information in appropriate formats in a professional manner.

10. **A synopsis of the curriculum**

**Module Aims**

This module aims to allow students to independently identify problems, opportunities or issues that require structured research activity in order to draw significant conclusions/recommendations, in the form of a consultancy project. The module will allow students to identify problems or opportunities within a professional context in order to frame their work as well as provide significant depth to the issues at hand. Students will be expected to use appropriate research methods, data collection, and analysis methodologies appropriate to the issues they identify.

The project will facilitate learners acting in a consultancy role for an organisation of their choice.

**Overview of syllabus**

Major components of the syllabus will include:

- Defining the business problem/opportunity/issue. This will include how to tackle defining a client's (organisation / consumer / employee / manager etc.) problem/opportunity or issue. This will emulate the first stage in the consultancy process.
- How to use academic research within a business consultancy project. Here the aim is to understand the nature of academic research and to see how it can help business orientated consultancy projects to clarify a problem/opportunity/issue or even help further understand the research problem/opportunity/issue in order to gain further insight into how to investigate the situation effectively.
- Research Design: Outlining the various methods that are available to be selected in order to research a defined problem/opportunity/issue. This will include an insight into the following the various forms of: Interviews, questionnaires, observation, action research and experiments type methodologies. The research

design component of the course will also provide insight into the various sampling techniques, including:

Cluster sampling, convenience sampling, simple random sampling, stratified random sampling, systematic sampling, snowball sampling, self-selecting sampling and judgmental sampling.

- *Data Analysis*: Outlining the various methods that are available to be selected in order analyse data collected. This will include considering the differences between analysing quantitative and qualitative data.
- *Devising Recommendations and Communicating Findings*: Here insight will be provided on how to best substantiate recommendations to various in order to stand up to scrutiny when communicating the results of a consultancy type project to a business.

## 11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Saunders, M., Lewis, P. and Thornhill, A. (2015) "Research Methods for Business Students" 5th Ed. Pearson Education, Harlow, England.
- Bryman and Bell (2011) "Business Research Methods" 3<sup>rd</sup> Ed. Oxford University Press, Oxford England.
- Collis, J. and Hussey, R. (2009) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 3rd Ed, Palgrave Macmillan, London.
- Art, C. (1998) "Doing a Literature Review: Releasing the Social Science Research Imagination" Sage Publications, London, England.
- King, N. and Horrocks, C. (2010) "Interviews in Qualitative Research" Sage Publications, London.
- Foddy, W. (1994) "Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research" Cambridge University Press.

In the light of this unit testing students as 'independent learners / problem solvers', a range of e-learning materials will be provided across the whole of the research process. Here the expectation will be set that students will need to drive their own learning as an individual based on the context/situation there are attempting to consultant on.

## 12. Learning and teaching methods

This is a largely independent research module with support provided by online workshops, a supervisor and peers. Students will need to select a topic which approved by the module leader. Feedback and advice on direction of a students' work will be provided by the supervisor throughout. Students will be encouraged to use moderated peer to peer feedback as a support mechanism in the development of their reports. Additionally, there will be five online research classes addressing areas listed in the syllabus that students will be expected to complete over the course to help support them in the production of their consultancy report.

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<i>Scheduled Hours:</i>	21
<i>Independent Study Hours:</i>	129
<i>Total Study Hours:</i>	150

### 13. Assessment methods

#### 13.1 Main assessment methods

Assessment will be as follows:

1. **Research Project Proposal** – Maximum 500 words accounting for 10% of the total module mark
2. **Research Project Report** - Maximum of 2,500 words (excluding references and appendices) worth 75% of the total mark
3. **Oral presentation**– and a 10 minute oral presentation to a client worth 15% of the total module mark.

A pass must be achieved in the project report in order to pass the module.

#### 13.2 Reassessment methods

### 14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	9.1	9.2	9.3	9.4	9.5	9.6
Learning/teaching method	Hours allocated												
Private study	129	X	X	X		X					X		
Online classes	10	X											
Seminars/supervisory meetings	11	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method													
<i>Proposal (500 words)</i>		X	X	X									
<i>Report (2500 words)</i>		X	X	X	X	X	X	X	X	X	X	X	X
<i>Presentation (10 minutes)</i>		X	X		X	X	X		X		X	X	X

## 15. **Inclusive module design**

Pearson College London recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

## 16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London

## 17. **Internationalisation**

Students will be exposed to examples of consultancy projects around the world to understand that consulting is an international job and that the skills they learn in this module can be applied in a variety of local contexts. Students taking this unit will be expected to keep up to date with international developments in their chosen research area via their literature review, which should engage with the latest research on their topic from a variety of contexts, and through their reading related to their chosen research design and methodology. Students will be encouraged to think about how local and international contexts affect research approaches and outcomes. Examples and case studies in seminars will be taken from a variety of international contexts so students have an up-to-date understanding of research trends and topics around the world. Materials for lectures and those given to the students via their assigned readings will include international content so that students can place their research method and their topic in global contexts.

**If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.**

## 18. **Partner College/Validated Institution**

Pearson College London

## 19. **University School responsible for the programme**

Pearson Business School

# MODULE SPECIFICATION

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**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)