

1. **Title of the module**

Final Project

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 6

4. **The number of credits and the ECTS value which the module represents**

30 credits (15 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 organisational/industrial/consumer based problems or opportunities which require a justifiable and substantial level of structured research activity.
- 8.2 Critically review and synthesise a variety of source materials (potentially arising from both the business and academic worlds) which are 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 business context in order to achieve the research objectives set.
- 8.4 Objectively and effectively present research data in a manner suitable to its intended audience.
- 8.5 Interpret research data gathered on the organisational/industrial/consumer based problem or opportunity within the light of appropriate business and academic source materials.
- 8.6 Discuss the implications of the research findings and make appropriate recommendations in light of the identified organisational/industrial/consumer based problem or opportunity.
- 8.7 Critically assess their own research and project management skills.

- 8.8 Conduct a research project with an awareness of its commercial viability, in terms of the relationship between what an organisation would be prepared to spend on such a project as against the time it would take to complete.
- 8.9 Critically assess the limitations of the scope of their research project and identify opportunities to develop the project

## 9. The intended generic learning outcomes.

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

- 9.1 Plan, manage and complete a substantial piece of work.
- 9.2 Construct and effectively communicate (orally and in writing) a range of arguments which justify the decisions made throughout a research project and substantiate the recommendations as a result of a research project

## 10. A synopsis of the curriculum

### Module Aims

This module aims to allow students to independently identify organisational, industrial or consumer based problems, opportunities or issues that require a substantial level of structured research activity in order to draw significant conclusions/recommendations, in the form of a consultancy project. The module will allow students to contextualise real life problems or opportunities, applying the knowledge, skills and understanding they have developed on the course to the issues at hand. Students will be exposed to various research methods, data collection and analysis tools as part of the course and encouraged to take a critical view of such activities in order to determine their own methodologies appropriate to the issues, opportunities or problems they see with a business setting.

### Overview of syllabus

- 1) 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.
- 2) How to use various primary and secondary sources within a business consultancy project. Here the aim is to understand the nature of business-orientated research and to see how the knowledge, skills and understanding developed on the course can help in consultancy projects through the clarification of a problem/opportunity/issue in order to gain further insight into how to investigate the situation effectively.
- 3) Research Design: Outlining the various methods that are available in order to research a defined problem/opportunity/issue.
- 4) *Data Analysis*: Outlining the various methods that are available in order to analyse data collected. This will include considering the differences between analysing quantitative and qualitative data.
- 5) *Devising Recommendations and Communicating Findings*: Here insight will be provided on how to best substantiate recommendations to withstand scrutiny when communicating the results of a consultancy project. Here experienced consultants will be used to provide insight.

## 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.
- Jorgensen, D. (1989) "Participant Observation: A Methodology for Human Studies" Sage Publications, England.
- Coghlan, D. and Brannick, T. (2009) "Doing Action Research in Your Own Organization" Sage Publications, England.
- Hardy, M. and Bryman, A. (2009) "Handbook of Data Analysis" Sage Publications, England.
- Silverman, D. (2011) "Interpreting Qualitative Data" 4th Ed. Sage Publications, England.
- Bryrne, D. (2002) "Interpreting Quantitative Data" Sage Publications, England.

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 they are attempting to consult on. The backdrop here is to develop individuals who are able to think and work independently.

## 12. Learning and teaching methods

This module is intended to be an original and substantive project that demonstrates the unique abilities of the student. Students will be allocated a mentor and/or supervisor for their project, and most of their work will be done independently. There will be two introductory lectures and seven online workshops classes to support the research skills needed to complete the project. In addition, all students will be allocated an academic mentor, and, where possible an industry-based mentor, to supervise the progress of the student on a regular basis during the project.

Where possible, Pearson will use its business connections to discover industry needs for research, and invite students to pitch for specific projects in a situation designed to mirror a competitive tendering process.

Scheduled Hours:	32
Independent Study Hours:	268
Total Study Hours:	300

### 13. Assessment methods

#### 13.1 Main assessment methods

Assessment will be as follows:

1. **Research Project Proposal** – Maximum 1000 words accounting for 10% of the total module mark
2. **Project Report** - Maximum of 6000 words (excluding references and appendices) worth 60% of the total mark
3. **Presentations/ Q&A Assessment**– 20 minute presentation outlining project activities and findings. This will be followed by a 10 minute Q&A session.. This will account for 30% of the total unit 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	8.7	8.8	8.9	9.1	9.2
Learning/ teaching method	Hours allocated											
Private study	268	X	X	X	X	X					X	
Online classes	10	X	X	X	X	X	X	X	X	X		
Seminars/ supervisory meetings	22	X	X	X	X	X	X	X	X	X	X	X
Assessment method												
Proposal (1000 words)		X	X	X							X	
Report (6000 words)		X	X	X	X	X	X	X	X	X	X	X
Presentation (20 minutes)		X	X	X	X	X	X		X	X	X	X

A student must pass the report in order to pass the module.

**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**

This unit provides students with the chance to explore an issue in depth from a variety of contexts. They will be expected to explore 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)