

MODULE SPECIFICATION

1. **Title of the module**
Contemporary Project
2. **School or partner institution which will be responsible for management of the module**
Pearson College London
3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
Level 7
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**
 - MSc Financial Leadership - option module
8. **The intended subject specific learning outcomes.**
On successfully completing the module students will be able to:
 - 8.1 Demonstrate a systematic and comprehensive knowledge and understanding of key and emerging areas within an accountancy and finance including developments and changes in professional practice, and research techniques
 - 8.2 Draw upon a comprehensive understanding of relevant techniques to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions
 - 8.3 Identify and define organisational/industrial/consumer based problems or opportunities linked to accounting and finance which require a justifiable and substantial level of structured research activity.
 - 8.4 Devise a justified research methodology (research methods, data collection, data analysis) suitable to the business context in order to achieve the research objectives set.
 - 8.5 Develop a conceptual understanding of the subject to critically analyse and evaluate current research relating to aspects of accountancy and finance, and present original research data.
 - 8.6 Critically discuss the implications of the research findings and make appropriate recommendations in light of the identified organisational/industrial/consumer based problem or opportunity, including the limitations of research findings and further opportunities to develop the project, demonstrating original application of knowledge.

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- 8.7 Construct and effectively communicate (orally and/or 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.
- 8.8 Conduct a research project autonomously and independently with minimal guidance from others, taking responsibility for their own work, working with an awareness of the commercial viability of the project and its relevance to business.

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 *demonstrate* the independent learning ability required for continuing professional development.
- 9.2 demonstrate self-direction and originality in tackling and solving problems.
- 9.3 critique and evaluate methodologies and, where appropriate, propose new hypotheses.
- 9.4 critically evaluate current research and advanced scholarship in the discipline.

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 contemporary research 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

Major components of the syllabus will include:

- 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) Using various primary and secondary sources within a business 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.

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- 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)

Art, C. (1998) "Doing a Literature Review: Releasing the Social Science Research Imagination" Sage Publications, London, England.

Bryman and Bell (2011) "Business Research Methods" 3rd Ed. Oxford University Press, Oxford England

Coghlan, D. and Brannick, T. (2009) "Doing Action Research in Your Own Organization" Sage Publications, England.

Collis, J. and Hussey, R. (2009) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 3rd Ed, Palgrave Macmillan, London.

Foddy, W. (1994) "Constructing Questions for Interviews and Questionnaires: Theory and Practice in Social Research" Cambridge University Press..

Hardy, M. and Bryman, A. (2009) "Handbook of Data Analysis" Sage Publications, England.

King, N. and Horrocks, C. (2010) "Interviews in Qualitative Research" Sage Publications, London.

Saunders, M., Lewis, P. and Thornhill, A. (2009) "Research Methods for Business Students" 5th Ed. Pearson Education, Harlow, England.

In the light of this module 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

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Students will be allocated a mentor and/or supervisor for their project, and most of their work will be done independently. There will be a series of asynchronous and synchronous online lectures to support the research skills needed to complete 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: 10 x 1 hour lectures

Mentor/supervisory Hours: 20 hours

Independent Study Hours: 270 hours.

Total Study Hours: 300

13. Assessment methods.

The module is assessed in in three parts:

- 1) **Project Proposal** – Maximum 1,000 words accounting for 10% of the total unit mark
- 2) **Project Report** – Maximum of 8,000 words (excluding references). This will account for 60% of the total module mark
- 3) **Presentation / Q&A Assessment** – 30 minute presentation outlining project activities and findings. This will be followed by a 10 minute Q&A session. Those stakeholders for whom the recommendations are intended will be invited to attend the presentation in order to question the student on the proposed recommendations. This will account for 30% of the total module mark

Feedback and advice on direction of a student's' work, will be provided by an allocated supervisor throughout the module.

In order for a student to pass the module they must achieve a pass in each of the three assessments.

Other alternative forms of assessment may be developed for resits.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

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Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	9.1	9.2	9.3	9.4
Learning/teaching method	Hours allocated									X	X	X	X
Private Study	270	X	X	X	X	X	X	X	X	X			
Lecture	10		X	X	X				X				
Mentor sessions	20	X	X	X	X	X	X	X	X	X	X	X	X
Assessment method													
Project proposal (10% grade)				X	X				X				
Coursework (60% grade)		X	X			X	X		X	X	X	X	X
Presentation (30% grade)								X	X	X			

15. **Pearson College London recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching.**

Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the College's Registry which oversees disability/dyslexia student support, and specialist support will be provided where needed.

16. **Campus(es) or Centre(s) where module will be delivered:**

Pearson College London

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

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17. Partner College/Validated Institution:

Pearson College London

18. University School responsible for the programme:

Kent Business School

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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)