Module Descriptor

Title	MSc Project		
Session	2025/26	**Status**	Active
Code	HURM11007	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Patrick Hutchinson		

Summary of Module

The module aims to support students to undertake a sustained, rigorous and independent investigation of a human resource management topic. A key part of this will be helping to acquire the knowledge and skills required to aid in the successful completion of such a piece of research. It should be informed by the theoretical and practical knowledge and expertise which the participant has developed through other modules and their professional experience with regard to a theme, topic or problem which is relevant to the interests of the student and the organisation in which the student is based.

The module will begin with some taught inputs, providing an introduction to the academic research process. The importance of developing robust and feasible research ideas will be discussed to allow students to develop skills to formulate achievable aims and objectives and to select appropriate research strategies. The dual role of employee and researcher will be explored with the associated issues of professionalism, ethics and objectivity. Relations with supervisors will be reflected upon.

Students will also develop skills in carrying out literature searches and critically reviewing and synthesizing secondary data. The module goes on to explore a range of qualitative and quantitative research techniques which will be utilised in the subsequent piece of research.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☒	☐	☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Identify a suitable project, plan and negotiate within both an appropriate context and/or organisation.
L2	Demonstrate knowledge and critical analysis of relevant literature through structured argument.
L3	Gather and critically evaluate data from both primary and secondary sources.
L4	Present appropriate conclusions and actionable recommendations; as well as make a meaningful contribution to academic and professional knowledge.
L5	Provide evidence of continuing professional development, reflection on learning and plans for future development.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Review the theoretical perspectives on a selected topic of human resource management. Demonstrate knowledge and understanding of this topic. Developing extensive knowledge of different research methodologies, designs and techniques .
Practice: Applied Knowledge and Understanding	**SCQF 11** Evaluate challenges and opportunities in the selected project topic. Retrieving, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources Develop problem solving abilities through research
Generic Cognitive skills	**SCQF 11** Reflect critically on the selected topic within differing organizational contexts Giving in-depth reasoned analysis within a chosen organizational scenario, identifying challenges and ways of addressing these.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating effectively and appropriately in speech and writing Interpreting complex secondary materials Making effective use of information retrieval systems and use information technology applications

Autonomy, Accountability and Working with Others	**SCQF 11** Working effectively with others in order to secure data and insights into the selected management topic. In addition, the student will work on own for larger periods setting personal goals and targets

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The face to face workshops will emphasise applied learning and collaborative group work. Learning activities will include discussion, problem focused and reflective activities. Each of the workshops will be designed to facilitate the student make and justify choices about the design of the research for their master's dissertation. In completing a sustained and independent research project the student is demonstrating significant ability in terms of self-motivation, independent learning and autonomy. The role of the supervisor in providing guidance and support is key to this process. The VLE will also be used to facilitate peer communication and support throughout the process	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory / Practical Demonstration / Workshop	24
Asynchronous Class Activity	24
Independent Study	552
Please select	
Please select	
Please select	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core text Anderson, Valerie, (2013) Research Methods in Human Resource Management 3rd edn) London: Chartered Institute of Personnel and Development. Additional recommended reading

Sekaran, U., Bougie, R. (2020) Research Methods For Business: A Skill Building Approach. Wiley; 8th edition

Collis, J. and Hussey, R. (2009), Business Research, (3rd edn),London: Palgrave Macmillan

Easterby-Smith, M, Thorpe, R. and Lowe, A (2012) (4th edn) Management Research: An Introduction, London, Sage Publications Ltd.

Saunders, M., Lewis, P. and Thornhill, A. (2012) Research methods for business students, (6th edn), Harlow: Financial Times Prentice Hall.

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of each delivery in the module handbook and made available via Aula/myUW

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are academically engaged if they are regularly attending the on-campus lectures/tutorials/workshop. Also, they need to engage with the AULA site regularly to access to the teaching materials and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

At the University of the West of Scotland (UWS), our commitment to equality, diversity is integral to fostering an inclusive and supportive environment for all students. Our policy underpins every aspect of student engagement, ensuring UWS to be a fair and equitable place of learning. We strive to address and champion all dimensions of equality and diversity thus creating an institution that values and respects the unique contributions of each individual.

To meet the diverse needs of our student body, we are dedicated to adapting learning experiences and module assessments where required. This personalised approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to**

	programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Management, Organisations and People
Moderator	Mohammed Ishaq
External Examiner	S Tyrell
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Dissertation/ Project report/ Thesis
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Dissertation/ Project report/ Thesi	☒	☒	☒	☒	☒	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who