Module Descriptor 2023/24

Title of Module: MSc Project (HRM)			
Code: HURM11007	**SCQF Level:** (Scottish Credit and Qualifications Framework)	**Credit Points: 60**	**ECTS: 30** (European Credit Transfer Scheme)
School:	School of Business Creative Industries		
Module Co-ordinator:	Eda Ulus		

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 synthesising 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

Face-To-Face	Blended	Fully Online
✓	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance Learning (D/L) (ie.Virtual Campus): (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
✓				✓	

Course Reference Numbers (CRNs) (if known)

Paisley:	Ayr:	Dumfries:	Hamilton:	D/L Virtual Campus:	Other:
TBC				TBC	

Trimester(s) for Module Delivery

(Provided viable student numbers permit).

Trimester 1	Trimester 2	Trimester 3
✓	✓	✓

Learning Outcomes: (maximum of 5 statements)

At the end of this module the student will be able to:
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 Level 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 Level 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 Level 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 Level 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 Level 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.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: —	Module Title: —
	Other: —	
Co-requisites:	Module Code: —	Module Title: —

* Indicates that module descriptor is not published.

Learning and Teaching

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	3
Independent Study	597
	600 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

> Anderson, Valerie, (2013) Research Methods in Human Resource Management 3rd edn) London: Chartered Institute of Personnel and Development.

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/myUWS.

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Programme Board (Previously Subject Development Group (SDG)/LTC)	Management, Organisations and People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Mohammed Ishaq
External Examiner	Shirley Barrett
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD).
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids at end of document)
Assessment will be based on the appraisal of a written dissertation submitted by the student. Support will be provided through the research methods seminars, tutor guidance and peer communication.
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each main assessment category) can be found at the end of this descriptor 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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Assessment Category 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	✓	✓	✓	✓	✓	100	0
Combined Total For All Assignment Categories						100	0

Footnotes:
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
More than one assessment method can be used to assess individual learning outcomes.
Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
The Equality, Diversity and Human Rights policy underpins student engagement. We aim to make UWS a fair and equal place to study an institution which addresses specific issues covering all aspects of equality, diversity and human rights. Where required module assessment will be adapted to meet student requirements. UWS Equality and Diversity Policy

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