

**Module Descriptor 2024/25**

<b>Title of Module: HRM Research Design</b>			
<b>Code: HURM09004</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Business Creative Industries		
<b>Module Co-ordinator:</b>	Silvio Hofmann		

**Summary of Module**

This module provides students with the knowledge and skills to develop a research project in people management. Topics studied include approaches to research strategy and research design, research methods (qualitative, quantitative and mixed methods), working with the literature, as well as research planning techniques, research implementation issues, philosophy and research ethics.

This module will equip all students to carry out research projects within organisations as part of their organisational roles and to carry out research project for the purpose of knowledge transfer (with the intention of making recommendations for practice) as well as for substantive academic assignments such as honours and masters dissertations.

The module lessons are highly participative and include individual work, as students learn and discuss how to design and carry out a people management research project.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online
	✓	✓
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Fully Online</b> 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.</p> <p><b>Blended</b> 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</p>		

**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:	Lanarkshire:	D/L Virtual Campus:	Other:
✓				✓	

**Course Reference Numbers (CRNs) (if known)**

Paisley:	Ayr:	Dumfries:	Lanarkshire:	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. Generate sophisticated and achievable aims, objectives and/or research questions for an applied research project in people management;
- L2. Demonstrate the ability to gather, critically analyse and comprehensively present secondary data in the people management arena;
- L3. Evaluate fundamental research methodologies, and how these inform the conduct of people management research;
- L4. Evaluate the feasibility of and justification for varying data collection and analysis methods and their application to a people management project;
- L5. Demonstrate the ability to critically evaluate limitations and ethical concerns in conducting primary research into people management.

**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 9

Critically understanding social science research philosophy as it relates to people management.

Critically understanding approaches to research design as they relate to people management.

Critically understanding research methods including qualitative, quantitative and desk research.

Critically understanding the importance of research ethics.

**Practice: Applied Knowledge and Understanding**

SCQF Level 9

Retrieving, gathering, interpreting and manipulating primary and secondary information from a variety of sources including electronic sources.

Preparing a research plan for a topic located people management. Assessing the ethical issues within research generally and also particularly within their own research topic.

<b>Generic Cognitive skills</b>	SCQF Level 9 Undertaking critical analysis and interpretation of qualitative and quantitative data. Collating and interpreting information from a variety of sources, including academic research publications.
<b>Communication, ICT and Numeracy Skills</b>	SCQF Level 9 Communicating effectively in speech and writing. Using, interpreting and evaluating numerical, statistical and graphical data. Using a range of IT applications to support and enhance work.
<b>Autonomy, Accountability and Working with others</b>	SCQF Level 9 Exercising independence and initiative in preparing a research assignment, while systematically identifying and addressing their own learning needs. Being aware of ethical issues in research. Working effectively, both individually and with others in groups, taking a leadership role where appropriate.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b> —	<b>Module Title:</b> —
	<b>Other:</b> Students must be enrolled on the BA (Hons) People Management.	
<b>Co-requisites:</b>	<b>Module Code:</b> —	<b>Module Title:</b> —

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>In line with UWS' Curriculum Framework, providing a engaging and active, student-centred and inclusive approach to learning and teaching, the module has been designed around the delivery of engaging, activity- and discussion-based workshops, nurtured by meaningful online support, including drop-in sessions, short videos, reading materials, quizzes, etc. This approach creates more flexibility for students, while also enhancing deeper learning through engagement with peers and teaching staff, both online and in the classroom.</p> <p>Students and their employers are supported through a collaborative approach, enabling the transfer of learning between the degree and practice. This will be achieved through the implementation of People Management Practice Mentoring which will support students in identifying suitable projects and guide them through the evaluation and implementation of such.</p> <p>This is further fostered by the assessment approach, enabling students to develop both academic and employability-focused knowledge and skills within people management — all aligned to the overarching purpose and aims of the programme.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	12

Asynchronous Class Activity	24
Independent Study	164
	200

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

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

Wilson, J., (2014), "Essentials of Business Research - A Guide to Doing Your Research Project", 2nd Edition, Sage Publications Ltd.

Anderson, V., (2019), "Research Methods in Human Resource Management: Investigating a Business Issue", 4th Edition, CIPD - Kogan Page

Details of further resources, including textbooks, journals and online resources will be identified at the beginning of delivery in the module handbook and made available via the VLE.

(\*\*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 the VLE, 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	Patrick Hutchinson
External Examiner	Olatunji Adekoya
Accreditation Details	The module is accredited by the Chartered Institute of Personnel and Development (CIPD) ( <b>pending</b> )
Changes/Version Number	1

### **Assessment: (also refer to Assessment Outcomes Grids at end of document)**

30% of the overall module assessment will be accounted for by an individual poster presentation

70% of the overall module assessment will be accounted for by a individually written research proposal, providing a comprehensive outline/plan of the student's research project

(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	LO (1)	LO (2)	LO (3)	LO (4)	LO (5)	Weighting (%)	Contact Hours
Demonstrations/ Poster presentations/ Exhibitions	✓	✓	✓	✓	✓	30%	3
Assessment Category 2							
Assessment Type	LO (1)	LO (2)	LO (3)	LO (4)	LO (5)	Weighting (%)	Contact Hours
Review/ Article/ Critique/ Paper	✓	✓	✓	✓	✓	70%	0
Combined Total For All Assignment Categories						100%	3

#### 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)