

1 Module overview

1.1 Introduction

We have introduced UWLFlex – our new, online, flexible learning platform.

UWLFlex has been designed to complement face-to-face learning and build on our reputation for excellence in teaching, learning and student support. We will be able to deliver a University experience that is more collaborative, active, and relevant for an increasingly digital world thus enabling us to provide you with an improved student experience. UWLFlex will provide you with an enhanced range of online tools, to help facilitate your learning whether this takes place primarily on site or online.

1.2 Module summary content and aims

This module is aimed to consolidate the learning from across the course in an applied format to enable students to demonstrate in-depth understanding of theories, frameworks, models and concepts relevant to a specific business issue. The module is designed to be an applied equivalent of a more traditional dissertation module. Instead of writing an academic dissertation based on original research, students will be conducting applied research on a specific company, market, or business opportunity and write up their results in the format of a consulting project, industry analysis or business plan. Thus, the module will help students develop an advanced mastery of analysis and synthesis of data in a practical context. Through guided research they will demonstrate the ability critically to evaluate evidence pertaining to a specific business issue in a practical context and present conclusions and recommendations.

This module also provides opportunities for students to synthesise and apply their knowledge and experiences from their whole course. It helps students to successfully negotiate the transition to the next stage of their career, whether to the workplace or further study. Students will be expected to introduce the context and the issue; to write a methodology; to include an appropriate and current concise review of the literature; to show appropriate data collection, presentation and analysis, based on sound research; draw relevant conclusions; make realistic and cost-effective recommendations; and to give clear references and where appropriate a bibliography. The **recommended word count will be 4000 (excluding references and appendices)**. All students will be provided with four workshops (3hrs * 4); as part of guidance in completing the Research project.

Expectations

Specific expectations students can have of tutors:

Our tutors are committed to supporting and enhancing student learning. They will cover the module content applying diverse teaching methods such as workshops (some of which will be recorded and made available on Blackboard especially during the phased return to University post government advice on Covid -19 lockdown). Teaching resources will be available on Blackboard.

Formative feedback opportunities will be embedded in the structure and schedule of the module to enable

students to receive formative feedback at various stages of the module to enhance their learning.

Specific expectations tutors will have of students:

As is widely understood within the higher education sector, the quality of outcome a student gets from a module is related to the amount of effort that they put in. To increase your chances of gaining maximum benefit from this module, we recommend that:

- You attend all scheduled lectures/workshops and/or seminars
- Be professional in behaviour and communication
- Regular visit to and utilisation of resources on the Blackboard platform for this module
- Seek advice from the module tutor and your allocated topic lead on matters relating to this module
- If you will be absent, please inform the tutor by email in advance as a courtesy
- Submit your project on time.

Learning outcomes to be assessed

1. Identify, define, and justify a business issue that is of strategic relevance to the chosen organisation.
2. Critically analyse and discuss existing literature, contemporary business policies and practices relevant to the chosen issue.
3. Evaluate and select appropriate theories/frameworks based on the chosen issue.
4. Critically evaluate different research methods and apply appropriate research method and design for their Business project
5. Undertake a systematic analysis of quantitative and/or qualitative information and present the results in a clear and consistent format.
6. Draw realistic and appropriate conclusions and make recommendations supported by cost implications and ethical considerations.
7. Develop and present a persuasive and coherent business research project.

1.3 Learning outcomes to be assessed

On completion of the module, students will be able to:

1. Identify, define and justify a business issue that is of strategic relevance to the chosen organisation.
2. Critically discuss and analyse existing literature, contemporary business policies and practices relevant to the chosen issue.
3. Evaluate and select appropriate theories/frameworks to form an underpinning for an investigation and analysis of the chosen business issue.
4. Critically evaluate different research methods and apply appropriate research methods and design for their Business Research Project

5. Undertake a systematic analysis of quantitative and/or qualitative data and present the results in a clear and consistent manner.
6. Draw realistic and appropriate conclusions and make recommendations supported by cost implications and ethical considerations.
7. Develop and present a professional, persuasive and coherent business research report.

1.4 Indicative Contact Hours

Teaching Contact Hours	20 hours (Including workshops and supervision hours) The above is divided into the following: 8hr (Guidance by Topic Lead) 12hr (Four workshops) Week 3,6,9,12
Independent Study Hours	380 hours
Total Learning Hours	400 hours

2 Assessment and feedback

Students will be given assignment briefs which will detail the questions to be answered and how to submit their work. Feedback will be given three weeks after the submission deadline.

2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Indicative Submission week	Method of Submission & Date of Feedback (refer to BB)
Business Research Project (LO1-LO7)	4000 words (Please see additional guidelines on Blackboard)	N/A	100%	40%	End of term two	Submission via Turnitin. Feedback within 15 working days

2.2 Learning materials

The reading list for this module is available in our library and in the module area and online library. Further reading materials, videos, case studies where appropriate will be given to you by your Lecturer including links and how to download all relevant materials. Remember to log into Blackboard regularly for all the latest information and announcements.

You are reminded that the College applies penalties to students who commit an academic offence, in which case the [Academic Offences Regulations](#) will be used to deal with any cases of academic misconduct including examination offences, plagiarism, use of ghost writing services and other means of cheating to obtain an advantage.

You can access the college's academic misconduct policy [here](#)

Remember to log into Blackboard daily to receive all the latest news and support available at your module sites!

Subject guides are also available to help you find relevant information for assignments, with contact details of the Academic Support Librarian for your School.

Essential Reading

- Bell, E., Bryman, A., & Harley, B. (2018). *Business Research Methods*, Oxford: Oxford University Press.

- Joseph, F., Bush, R. P., & Ortinau, D. J. (2006). *Marketing Research: Within a Changing Information Environment*, 3rd Edition, Boston, Mass: McGraw-Hill/Irwin Education.
- Saunders, M., Lewis, P. & Thornhill, A. (2019). *Research Methods for Business Students*, 7th Edition, Pearson.

Recommended Reading

- Bradley, N. (2013). *Marketing research: tools & techniques*, 3rd edition. Oxford: Oxford University Press.
- Lee, N and Lings. I. (2008). *Doing Business Research: A guide to theory and practice*. Los Angeles: Sage.
- Malhotra, N., and Birks, D. (2007). *Marketing Research: an applied approach*, 3rd European Edition. London: Pearson education.

Further Reading

- Alvesson, M., and Deetz S. (2000). *Doing Critical Management Research*. London: Sage Publications.
- Bryman, A. (2012). *Social Research Methods*, 4th edition. Oxford: Oxford University Press pp. 3-58.
- Bryman, A. and Bell, E. (2011). *Business Research Methods*, 3rd edition. Oxford: Oxford University Press.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2012). *Management Research*. London: Sage Publications.
- Gummesson, E. (2000). *Qualitative Methods in Management Research*. London: Sage Publications.
- Johnson, P and Duberley, J. (2000). *Understanding Management Research*. London: Sage Publications.
- Render, Barry; Stair, R.M.; Henna, M.E. (2011). *Quantitative Analysis for Management*. 11th ed. London: Prentice Hall.
- Saunders, M. Lewis, P and Thornhill, A. (2000). *Research Methods for Business Students*. London: Prentice Hall.
- Seale, Clive (ed.). (2004). *Social Research Methods: A Reader*. London: Routledge. Main Library (HUB Reserve) Shelfmark: HM511 Soc.

Qualitative, Quantitative and Mixed Research Method

Qualitative research:

- Bryman, A (2012). *Social Research Methods*. Oxford: Oxford University Press. pp. 159-183, pp. 329-353.
- Bryman, A. (2012). *Social Research Methods*. Oxford: Oxford University Press pp. 379-415, pp. 564-590.
- Bryman, A. (2016). *Social Research Methods*. Oxford: Oxford University Press.

- Davies, M.B. (2007). *Doing a successful research project: Using qualitative or quantitative methods*. pp. 1-18, pp. 51-69.

Mixed research methods:

- Creswell, J.W. (2013). *Designing and Conducting Mixed Methods Research*. pp. 203-227.

3 Things you need to know

3.1 Engagement

Teaching at OBC during the academic year 2021-22 may involve a range of on site and online teaching and learning activities. Whether you are engaging with teaching and learning activities on site or via the college's Virtual Learning Environment (VLE), we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the time frames set out, you should let your tutors know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your tutors. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are having problems so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

All students should refer to the Attendance and Engagement Monitoring Policy which can be downloaded from [here](#)

3.2 Need help, just ask

We recognise that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you think you will be unable to meet deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time before your deadline. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can apply for mitigation.

Please remember late submission without extension or mitigation may result in penalties depending on how late it is, see University [Academic Regulations](#).

As a student of the University of West London you are expected to behave in line with UWL expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and with a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to our Complaints Procedure which is outlined on our website through this link

<https://www.oxfordbusinesscollege.ac.uk/news/how-to-make-a-complaint/>

The College will always aim to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

3.3 Getting support for your studies

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor or Partnership Support Link Tutor for academic advice in relation to your studies and your academic development.

Oxford Business College takes pride in its student support, guidance and wellbeing, complemented by our ethos that every student is an individual. Staff are committed to the College's mission statement "to provide each learner with the most positive learning experience".

We ensure that students at the College can expect a supportive and responsive experience from the initial inquiry by completing a course and progression within or outside the College. This demonstrates our commitment to provide support for inclusive, high-standard students and provides students with a foundation for high achievement.

Our students' changing needs and their varied reason for learning guide our approach to providing innovative learning opportunities from entry-level to higher learning that promotes individual progress. Either for personal development & wellbeing, academic progression or career advancement, whilst supporting those facing learning barriers to overcome them and succeed. The College is committed to helping its student's Academic and Professional Development (APD) via examples currently in place, such as personal tutorials, a mentor system and pastoral care.

PERSONALISED SERVICE

Oxford Business College provides a personalised service adapted to the different needs of different students by:

Developing effective individual learning plans

Effective pastoral care. The College has a dedicated Student Welfare Officer and Counsellor, and students may, in addition, meet the Head of academics or Principal to discuss their concerns

Tutorial meetings

A mentor system with a tutor or member of the academic team

Peer mentor

You can read more on our support services via the link below:

<https://www.oxfordbusinesscollege.ac.uk/support-wellbeing/>

3.4 Module evaluation – have your say!

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through an online survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module. At the end of the survey period, a response to the survey will be available so that you can see exactly how your voice has been heard.

4 Appendix — Research ethics and integrity

<<The relevant Appendix should be included only for Undergraduate or Postgraduate research-based modules where the students are engaged in Dissertations and Research Projects or in Assessments that require ethical approval. Delete this page if not required.>>