

RESEARCH PROJECT - 2024/5

Module code: MAN0005

Module Overview

This is a guided research module where students identify and explore in detail a topic of their choice within the fields of Business, Economics or Hospitality and Tourism Management, then write a 3000-word literature review on their chosen subject. The overall focus of the module is on:

- learning to research independently, making best use of the digital resources available through the university library
- drawing appropriate conclusions from analysis and investigation of text and data

Teaching inputs guide students in their choice of topic and approach, and provide them with extended opportunities to develop resourceful approaches and relevant skills. Engaging with in-class activities and online tasks in research, reading and academic writing throughout the semester will prepare students well for discipline specific writing and research challenges at higher levels of degree study and in the workplace.

Module provider

Surrey Business School

Module Leader

ATTA Zainab (SBS)

Number of Credits: 30

ECTS Credits: 15

Framework: FHEQ Level 3

Module cap (Maximum number of students): N/A

Overall student workload

Independent Learning Hours: 256

Seminar Hours: 22

Guided Learning: 11

Module Availability

Semester 2

Prerequisites / Co-requisites

None

Module content

This module provides an opportunity for students to draw together strands from previous and concurrent Foundation Year modules and apply them to an area of their own interest within a Business, Economics or Hospitality and Tourism Management context.

Key module content includes:

- guided discussion of the nature, value and application of research for academic purposes, at work and in their personal lives.
- guided development of subject-based research questions and research objectives
- how to make best use of the university library catalogue to locate resources such as e-books and online academic and professional journal articles, to evaluate these resources critically and to make use of them for academic work.
- development of academic reading and writing skills from those deployed at school and college level, to prepare students to read and write extended academic texts at Foundation year and higher levels of university study.

With each student working to a topic of their own choosing over the course of the semester, there are particular challenges in managing time and resources independently, meaning that students need to demonstrate both resourcefulness and resilience as learners. Individual support is built into the module to help students meet these challenges and develop the required attributes, in the form of two scheduled individual tutorial sessions, further ad hoc tutor advice sessions, Taking advantage of and learning from these support opportunities is a key part of an active approach to the module.

Assessment pattern

Assessment type	Unit of assessment	Weighting
Coursework	PROPOSAL (750 WORDS)	20
Coursework	EXTENDED ESSAY / REPORT (3000 WORDS)	80

Alternative Assessment

N/A

Assessment Strategy

The assessment strategy is designed to allow students to demonstrate the application of the skills developed and the knowledge gleaned so far on this module and from the programme as a whole, and in this way to demonstrate that they have successfully met the Learning Outcomes for this module. Students have the opportunity to interrogate data and make and communicate meaningful conclusions. The strategy requires students to demonstrate the ability to draw together different strands from across the course and, as a consequence, show awareness of the multidisciplinary nature of knowledge and the transferability of skills.

Thus, the summative assessment for this module consists of:

A 750-word research proposal (which addresses Learning Outcomes 1, 2, 3, 4 and 5): this is an opportunity for students to show the extent and depth of their research to date, including their ideas for a project title, main research question, research objectives, a background section showing the intended direction of the final project supported by references to key sources, and a short annotated bibliography.

A 3,000-word extended essay or report (which addresses Learning Outcomes 1, 2, 3, 4 and 5): the final project will comprise the title, an abstract, a research question, 2/3 research objectives, the 3000-word text divided into appropriate main sections, a reference list.

Formative assessment

There will be important opportunities to develop relevant academic reading, writing and critical thinking skills, including techniques for avoiding plagiarism, via:

- Completion and submission of a formative critical summary task for written, individual feedback (500 words), to develop skills relevant to completion of the research proposal – in particular, critical reading, paraphrasing and summarising, using referencing conventions appropriately to avoid plagiarism.
- Completion and submission of the summatively assessed 750-word research proposal around the midpoint of the semester (as detailed above). Students will receive formal written individual formative feedback which they can use to guide development and completion of the final project.

Feedback

Further formative feedback and guidance by peers and tutors will be provided during seminar time. In addition, students are encouraged to prepare carefully for individual tutorial times, to ensure that tutor feedback at those times is relevant to their needs at that point of their work in progress. Students are welcome too to email draft work and queries to module tutors for informal written feedback, and to make use of module tutors' office hours and drop-in times for individual guidance and feedback.

Module aims

- Give students the opportunity to develop their independent digital research skills by focusing on a topic of interest, evaluating sources and conducting an in-depth investigation
- Allow students to develop their capacities of analysis and evaluation to help them present consistent and original argument for appraisal
- Support students in building confidence in relevant academic and organisational skills such as reading and note-making, academic writing, using sources of evidence to support an extended written discussion, planning and structuring written work, avoiding plagiarism through paraphrasing and referencing using accepted conventions, managing their own time over an extended period of study

Learning outcomes

		Attributes Developed
001	Research independently and draw appropriate conclusions from analysis and investigation of text and data	CPT
002	Apply critical thinking skills to question and interrogate text and data	CPT
003	Demonstrate knowledge and understanding derived from the conceptual and theoretical frameworks explored in accompanying modules	KCT
004	Apply theory to practice and reflect critically on both	CT
005	Demonstrate an ability to communicate knowledge and argument in writing using appropriate academic language and conventions	CPT

Attributes Developed

C - Cognitive/analytical

K - Subject knowledge

T - Transferable skills

P - Professional/Practical skills

Methods of Teaching / Learning

The learning and teaching strategy is designed to enable students to conduct a piece of research in a context where they are advised and monitored on an ongoing basis in order to meet the learning outcomes. There will be regular opportunities for students to seek input as they develop confidence in their own ability to interrogate source material, draw conclusions and further their own knowledge.

The learning and teaching methods include:

1.

Weekly seminars:

- Seminars are designed to break down preparation of the Research Proposal and final Research Project into manageable stages, which allow opportunities for in-class discussion, skills development and analysis of previous student work.
- Several taught sessions are devoted to academic and organisational skills and attributes relevant to preparation of an independent project of this length, including: time management; critical reading and note-making; planning, drafting and editing written work; applying Harvard referencing conventions in their work; proofreading.
- Peer feedback opportunities are included to help students develop confidence in their ideas and approaches, resilience and independence as learners.

- The developmental nature of the academic writing skills work in the module builds especially on the written assessments from MAN0001 and ECO0001 (according to programme choice) in Semester 1, and acknowledges the degree to which previous academic writing experiences by students will vary according to subject choices at A level, BTEC or other educational backgrounds.

- Seminars include opportunities each week for students to consult tutors and peers regarding their own developing project ideas with scope for informal feedback on work in progress.

2.

Formal guided individual reading and study activities, included in SurreyLearn. These would typically include short videos to watch and make notes from, targeted resources for self-study, articles to read ahead of discussion in class, short writing activities.

3.

Independent study is a hugely important and demanding element of this module, requiring considerable resourcefulness and independence on the part of the student. The ability to manage and benefit from the extensive independent study time is a key skill in underpinning successful study over the subsequent degree programme, as well as a skill highly sought by graduate employers. Week by week guidance in SurreyLearn is provided to scaffold this dimension of the module at all relevant stages, though it is important that students approach the independent study requirements of this task with a critical mindset and adapt the time available to their own priorities and study preferences.

4.

At appropriate points in the semester, teaching will be replaced by individual supervision.

Indicated Lecture Hours (which may also include seminars, tutorials, workshops and other contact time) are approximate and may include in-class tests where one or more of these are an assessment on the module. In-class tests are scheduled/organised separately to taught content and will be published on to student personal timetables, where they apply to taken modules, as soon as they are finalised by central administration. This will usually be after the initial publication of the teaching timetable for the relevant semester.

Reading list

<https://readinglists.surrey.ac.uk>

Upon accessing the reading list, please search for the module using the module code: **MAN0005**

Other information

The Foundation Year programme is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. This module is designed to allow students to develop knowledge, skills, and capabilities in the following areas:

Employability: building on content from Semester 1, this module offers opportunities for students to develop their written communication skills further in preparation for successfully moving on to the next stage of their studies. Skills of research, data analysis, independently managing a complex task over an extended period and learning from feedback are also sound preparation for the world of work.

Digital Capabilities: digital literacy is a vital skill in today's world and this module contributes to ensuring that students enter the first year of their degree programmes equipped with a critical approach to navigating the mass of information available to all on the World Wide Web. The module supports students in identifying and evaluating relevant sources available to them via the Internet, the university library catalogue, and the electronic tools and databases available through the library portal. Digital tools, including Artificial Intelligence, are under increasing scrutiny in today's world: this module also looks at the potential of a range of digital tools in helping students to develop extended written texts such as this Research Project, whilst maintaining academic integrity.

Resourcefulness and Resilience: the heavy reliance on independent work, and the very wide range of choice that are central to this module, pose challenges to students beyond which most have previously encountered in education contexts. To complement initiatives introduced in other areas of the Foundation Year programme, this module uses a scaffolded approach to support students in further developing both their resourcefulness and resilience necessary to meet these challenges, thereby nurturing skills and attributes which will underpin independence at higher levels of study and in future employment. Individual support from the teaching team is structured into the module for all students, with students encouraged to take up further support and guidance on request. The module includes both a formative and a 'low stakes' summative assessment, designed to allow students to learn from work in progress and make effective use of feedback. Above all, the module provides an opportunity to create a personalised learning schedule and to derive the confidence from using that to develop strong sustainable study habits.

Sustainability: in the nature of this module, students with a particular interest in sustainability will have opportunities to develop a project topic that encompasses themes related to sustainability and its relevance to their chosen area of business, economics or hospitality and tourism management.

Global and Cultural Capabilities: globalisation and culture have deep impacts in very many areas of business, economics or hospitality and tourism management. The choice of topic focus available to students means that those with particular interests in these areas have ample opportunity to research them through the lens of their chosen questions.

Programmes this module appears in

Programme	Semester	Classification	Qualifying conditions
Accounting and Finance with Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Business Economics and Data Analytics with Foundation Year BSc (Hons).	2	Compulsory	Each unit of assessment must be passed at 50% to pass the module
Business Management with Business Analytics With Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Business Management with Entrepreneurship and Innovation With Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Business Management with Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Business Management with Human Resource Management With Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Business Management with Marketing With Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Economics and Finance with Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
Economics with Foundation Year BSc (Hons).	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module

Programme	Semester	Classification	Qualifying conditions
<u>International Business Management with Foundation Year BSc (Hons)</u>	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
<u>International Event Management with Foundation Year BSc (Hons)</u>	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
<u>International Hospitality and Tourism Management with Foundation Year BSc (Hons)</u>	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
<u>International Hospitality Management with Foundation Year BSc (Hons)</u>	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module
<u>International Tourism Management with Foundation Year BSc (Hons)</u>	2	Compulsory	A weighted aggregate mark of 50% is required to pass the module

Please note that the information detailed within this record is accurate at the time of publishing and may be subject to change. This record contains information for the most up to date version of the programme / module for the 2024/5 academic year.