 **

**BSc Top UP Degree**

**Business Management (Hons)**

BAM 6001

**Dissertation**

**MODULE GUIDE**

2017/2018

###### Semester 1and 2

**Level HE6**

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# Module Overview

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| --- | --- |
| **Module Tutor** | **Paul Harris/Helen Snider** |
| **Tel. no.** | **0203 764 4566 PH, 0203 764 4200 HS** |
| **Email** | [**Paul.Harris@barnetsouthgate.ac.uk**](mailto:Paul.Harris@barnetsouthgate.ac.uk)**,**  **Helen.**[**Snider@barnetsouthgate.ac.uk**](mailto:Snider@barnetsouthgate.ac.uk) |
| **Office Location** | **CF07** |
| **Drop-in Availability** | **By appointment** |
| **Weblink to Moodle Class** | **Via ilearn on college website** |
| **Weblink to Module Specification** | **http://modules.bolton.ac.uk/bam6001** |

# Learning and Teaching Strategy

The learning and teaching strategy will provide a variety of delivery methods that enable you to meet the learning outcomes for the module. Six weekly sessions, comprising a lecture, seminar and tutorial, followed by six weekly workshops. These will allow you to examine and critically appraise research philosophies, research approaches and research methods. These will also support the development of your research aim and research questions. In the second semester you will be will be followed by tutorials with your supervisor throughout the duration of the module where you will be expected to demonstrate learner autonomy by taking the initiative in seeking further support and feedback.

# Module Communications

The Module Tutor’s contact details are provided at the top of this page. You must check your **College email address** and the **Moodle** area dedicated to this module regularly as many module communications are channelled through these media.

Your Module Tutor will normally aim to respond to your email messages within **2 full working days** of receipt; however responses will be longer in holiday periods.

# 4. Module Description

This module provides you with an opportunity to undertake an extended piece of individual research under the supervision of a tutor. Input sessions and workshops will allow you to explore and critically appraise research philosophies, research approaches and research methods. These will also support the development of a research aim and research questions. Within your dissertation, you will be expected to demonstrate an understanding of relevant theoretical models and contemporary literature relevant to your area of study as well as conducting empirical research. You will be required to demonstrate a high level of analytical and critical ability in the application of theoretical frameworks and literature, resulting in the synthesis of appropriate conclusions and recommendations. In terms of PDP you will be expected to develop valuation of your own learning and evaluation of achievement and planning for learning, personal and professional development. The module aims to develop employability skills and to promote and develop the core values of Internationalisation, Environmental Sustainability and Ethical Responsibility depending on the nature of the research undertaken.

Bolton values: Taught (T), Developed (D) and Assessed (A).

# 5. Learning Outcomes and Assessments

|  |  |
| --- | --- |
| **Learning Outcomes** | **Assessment** |
| **LO1:**  Formulate an appropriate research aim and objectives, as well as a research strategy | Assessment 1 |
| **LO2:** Produce a critical literature review relating to your research aim, together with an evaluation of the research methodology adopted | Assessment 1 |
| **LO3:** Undertake primary research and critically appraise the results | Assessment 1 |
| **LO4:** Evaluate your skills and abilities reflectively as a researcher and academic | Assessment 2 |

# 6. Assessment Deadlines

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment item** | | **Due Date** | **Weight** |
| 1 | Dissertation | 24 April 2017 | 75% |
| 2 | Oral Assessment and presentation | 1-25 May 2017 | 25% |

# 7. Assessment Feedback

Feedback on items of assessment can be formal (such as on a signed feedback form) or informal (such as advice from a tutor in a tutorial). Feedback is therefore not just your grade or the comments written on your feedback form, it is advice you get from your tutor and sometimes your peers about how your work is progressing, how well you have done, what further actions you might take.

We recognise the value of prompt feedback on work submitted. Other than in exceptional circumstances (such as might be caused by staff illness), **you can expect your assignment and examination work to be marked and feedback provided not more than** **15 working days**from the deadline date. However, please note that that such feedback will be provisional and unconfirmed until the Assessment Board has met and may therefore be subject to change.

Please take time you read or listen to your assessment feedback. This can be very useful in determining your strengths and key areas for development, and can therefore help you improve on future grades.

# 8. Module Calendar

Please note that there will only be taught lessons in semester 1.

Individual meetings with your dissertation supervisor can be booked throughout the academic year. You are required to undertake additional action learning set meetings in your own time.

A schedule of your dissertation presentation dates and times will be provided in April 2017.

|  |  |  |
| --- | --- | --- |
| **Session No.** | **Date or Week Commencing** | **Topics Covered** |
| 1 | 19/09/17 | Induction and introduction to dissertation module/ Assessment/Support/Action learning sets (ALS) |
| 2 | 26/09/17 | Choosing and justifying a suitable research topic/question  Running action learning sets |
| 3 | 03/10/17 | Literature sources/Critically reviewing the literature/  Structuring and writing a review |
| 4 | 10/10/17 | Critically reviewing the literature  Peer review of research questions |
| 5 | 17/10/17 | Introduction to research philosophies and approaches |
|  | 24/10/17 | HALF TERM |
| 6 | 31/10/17 | Progress review  Using literature to inform primary research  Research design |
| 7 | 07/11/17 | Research design + sampling |
| 8 | 14/11/17 | Negotiating access and research ethics |
| 9 | 21/11/17 | Primary research in action |
| 10 | 28/11/17 | Primary research in action |
| 11 | 05/12/17 | Critiquing your literature review  Discussion of dissertation structure + further reading |
| 12 | 12/12/17 | Progress review + students undertake ALS meeting |
|  | 19/12/17, 26/12//17 | Christmas holidays |
| 13 | 02/01/18 | Critiquing research methodology and primary results |
| 14 | 09/01/18 | Exercise – reviewing example completed dissertations |
| 15 | 16/01/18 | Review of assessment criteria for dissertation and presentation + Preparing for the presentation |
| 16 | 23/01/18 | Assessment/IV week + students undertake ALS meeting |

# 9. Formative Assessment

The formative assessment strategy aims to prepare you for summative assessment by clarifying, sharing and ensuring that you understand goals for learning and the criteria for success. This will be implemented through effective classroom discussions, activities and tasks. Verbal and written feedback will be offered that moves learning forward and activates you as owner of your own learning and as learning resources for one another. This will take place during seminar and tutorial activities with group and individual interaction with tutors. Methods used will include question and answer sessions where you will work in groups and individually. As part of formative assessment, you will be required to produce a research plan and proposal document which is agreed by your module tutor, prior to starting your dissertation.

# 10. Indicative Reading

* Bell, J. (2014) Doing Your Research Project: a guide for first time researchers in education, health and social science, 6th ed. Maidenhead: McGraw Hill Open University Press.
* Collis, J. & Hussey, R.(2014) Business Research, A Practical Guide for Undergraduate & Postgraduate Students, 4th ed. London: Palgrave MacMillan
* Gill, J. & Johnson, P.(2011) Research Methods for Managers, 4th ed. London: Sage.
* Saunders, M., Lewis, P.& Thornhill, A. (2012) Research Methods for Business Students, 6th ed. Harlow: Financial Times Prentice Hall.
* Wilson, J. (2013) Essentials of Business Research: a guide to doing your research project. 2nd Edition London: Sage.
* Dependent on focus (ejournal)

# 11. Guidelines for the Preparation and Submission of Written Assessments

1. Written assessments should be word-processed in Arial or Calibri Light font size 12. There should be double-spacing and each page should be numbered.
2. There should be a title page identifying the programme name, module title, assessment title, your student number, your marking tutor and the date of submission.
3. You should include a word-count at the end of the assessment (excluding references, figures, tables and appendices).

Where a word limit is specified, the following penalty systems applies:

* Up to 10% over the specified word length = no penalty
* 10 – 20% over the specified indicative word length = 5 marks subtracted (but if the assessment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assessment).
* More than 20% over the indicative word length = if the assessment would normally gain a pass mark or more, then the final mark will capped at the pass mark for the assessment.

1. All written work should be referenced using the standard University of Bolton referencing style– see: <http://www.bolton.ac.uk/bissto/Finding-Information/Referencing/Home.aspx>
2. Unless otherwise notified by your Module Tutor, electronic copies of assignments should be saved as word documents and uploaded into Turnitin via the Moodle class area. If you experience problems in uploading your work, then you must send an electronic copy of your assessment to your Module Tutor via email BEFORE the due date/time.
3. Please note that when you submit your work to Moodle, it will automatically be checked for matches against other electronic information. The individual percentage text matches may be used as evidence in an academic misconduct investigation (see Section 13).
4. Late work will be subject to the penalties:
   * Up to 7 calendar days late = 10 marks subtracted but if the assignment would normally gain a pass mark, then the final mark to be no lower than the pass mark for the assignment.
   * More than 7 calendar days late = 1 mark awarded
5. In the case of exceptional and unforeseen circumstances, an extension of up to 14 days after the assessment deadline may be granted. This must be agreed by your Programme Leader, following a discussion the Module Tutor. You should complete an Extension Request Form available from your Tutor and attach documentary evidence of your circumstances, prior to the published submission deadline.

**Requests for extensions for periods longer than 14 calendar days must be made using the Mitigating Circumstances procedures.**

**Requests for extensions which take a submission date past the end of the module (normally week 15) must also be made using the Mitigating Circumstances procedures.**

See: <http://www.bolton.ac.uk/Everything/StudentInfoPolicyZone/2017-18-Documents/MItigating-Circumstances-Regulations-and-Procedures-2017-18.pdf>

Please note that the failure of data storage systems is not considered to be a valid reason for an extension. It is therefore important that you keep multiple copies of your work on different storage devices before submitting it.

# 13. Academic Misconduct

Academic misconduct may be defined as any attempt by a student to gain an unfair advantage in any assessment. This includes plagiarism, collusion, commissioning amongst other offences. In order to avoid these types of academic misconduct, you should ensure that all your work is your own and that sources are attributed using the correct referencing techniques. You can also check originality through *Turnitin.*

Please note that penalties apply if academic misconduct is proven. See the following link for further details:

<http://www.bolton.ac.uk/Everything/StudentInfoPolicyZone/2017-18-Documents/Academic-Misconduct-Regulations-and-Procedures-2017-18.pdf>

# 14. Assessments

|  |  |
| --- | --- |
| **Assessment Number** | 1 |
| **Assessment Type (and weighting)** | Dissertation (75%) |
| **Assessment Name** | Dissertation |
| **Assessment Submission Date** | *24 April 2018* |

**Learning Outcomes Assessed:**

**LO1:**  Formulate an appropriate research aim and objectives, as well as a research strategy

**LO2:** Produce a critical literature review relating to your research aim, together with an evaluation of the research methodology adopted

**LO3:** Undertake primary research and critically appraise the results

**Assessment Brief**

Undertake an extended piece of individual research under the supervision of a tutor. You will need to agree a dissertation topic with your tutor and following an extensive literature review (circ. 5000 words) undertake fully justified primary research to test your literature findings. Produce evaluative conclusions leading to recommendations

Your dissertation should be presented as a formal academic report 10- 12,000 words (guidance will be given on this in class) and you will also give an oral presentation to the course team.

**Additional Guidance**

Input sessions and workshops will allow you to explore and critically appraise research philosophies, research approaches and research methods. These will also support the development of a research aim and research questions. Within your dissertation, you will be expected to demonstrate an understanding of relevant theoretical models and contemporary literature relevant to your area of study as well as conducting empirical research. You will be required to demonstrate a high level of analytical and critical ability in the application of theoretical frameworks and literature, resulting in the synthesis of appropriate conclusions and recommendations.

**Specific Assessment Criteria:**

(Please note that the General Assessment Criteria will also apply. Please see section 15)

**First class (70% and above):**

**First class:**  An outstanding dissertation with a fully coherent and articulated structure. The chosen research topic is relevant, contemporary and fully justified. Research objectives directly relevant to title. An excellent literature review utilizing a wide range of contemporary sources. An excellent level of analytical and critical ability demonstrated in the application of theoretical frameworks and literature resulting in the synthesis of appropriate methodology, conclusions and recommendations. Presentation style is highly effective with excellent use of English. An extensive range of relevant sources which are accurately cited/fully referenced (Harvard)

**Second class (50-69%):**

**Second class:** A good dissertation with a coherent and articulated structure. The chosen research topic is relevant, contemporary and justified. Research objectives directly relevant to title. A good literature review utilizing a wide range of contemporary sources. Good level of analytical and critical ability demonstrated in the application of theoretical frameworks and literature resulting in the synthesis of appropriate methodology, conclusions and recommendations. Presentation style is effective with good use of English. A wide range of relevant sources which are accurately cited and referenced (Harvard)

**Third class (40-49%):**

**Third class:** An adequate dissertation with an adequate structure. The chosen research topic is relevant and justified. Research objectives relevant to title. An adequate literature review utilizing a range of contemporary sources. A basic level of analytical and critical ability demonstrated in the application of theoretical frameworks and literature resulting in the synthesis of appropriate methodology, conclusions and recommendations. Presentation style is adequate with an adequate good use of English. An range of relevant sources which are y cited and referenced (Harvard)

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

**Minimum Secondary Research Source Requirements:**

**Level HE6** - It is expected that the Reference List will contain between **fifteen to twenty sources**. As a MINIMUM the Reference List should include **three refereed academic journals and five academic books.**

**NB as this is a double module with one major assignment you will be expected to significantly increase the number of normal assignment sources required i.e. a minimum of forty five relevant sources from a wide range of journals, research papers, books……**

|  |  |
| --- | --- |
| **Assessment Number** | 2 |
| **Assessment Type (and weighting)** | Presentation 25% |
| **Assessment Name** | Dissertation Presentation |
| **Examination Date** | 1-25 May 2018 |

**Learning Outcomes Assessed:**

**LO4:** Evaluate your skills and abilities reflectively as a researcher and academic

**Assessment Brief**

*You are required to undertake a 15 minute presentation summarising your written dissertation. This will be followed by 10-15 minutes of questions requiring you to further evaluate your skills and abilities as a researcher in relation to your dissertation.*

**First class (70% and above):**

**First class:**  An outstanding presentation with a fully coherent and articulated structure covering all elements of the dissertation within allocated time. Outstanding visual aids which are used to fully enhance presentation.

A highly professional presentation style demonstrated. All questions answered to an excellent standard. An extensive range of relevant sources which are accurately cited/fully referenced (Harvard)

**Second class (50-69%):**

**Second class:** A good presentation with a coherent and articulated structure covering all elements of the dissertation. Well designed and utilised visual aids.

A good presentation style demonstrated. All questions answered to a good standard. A range of relevant sources which are accurately cited/fully referenced (Harvard)

**Third class (40-49%):**

**Third class:** A satisfactory presentation wit covering all elements of the dissertation. Basic visual aids utilised

A satisfactory presentation style demonstrated. Questions answered to a basic standard. A range of relevant sources which are cited/ referenced (Harvard)

**Fail (39% and below):** Students who do not meet the requirements of a third class grade will not successfully complete the assessment activity.

15. **General Assessment Guidelines for Written Assessments Level HE6**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **%** | **Relevance** | **Knowledge** | **Argument/Analysis** | **Structure** | **Presentation** | **Written English** | **Research/Referencing** |
| Class I (Exceptional  Quality) | 85-100% | Directly relevant to title. Expertly addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an exceptional knowledge/understanding of theory and practice for this level. Demonstrates the ability to expertly identify and critically appraise the most important issues, themes and questions. Demonstrates originality in conceptual understanding. | Makes exceptional use of appropriate arguments and/or theoretical models.  Presents an exceptional critical evaluation of the material results in clear, logical and insightful conclusions. Demonstrates distinctive or independent thinking. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | An exceptionally well written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text.  An extensive range of contemporary and relevant references cited in the reference list in the correct style. |
| Class I (Excellent  Quality) | 70-84% | Directly relevant to title. Addresses the assumptions of the title and/or the requirements of the brief. | Demonstrates an excellent knowledge/understanding of theory and practice for this level.  Demonstrates the ability to identify and critically appraise the most important issues, themes and questions. | Makes creative use of appropriate arguments and/or theoretical models. Demonstrates some distinctive or independent thinking.  Presents an excellent critical evaluation of the material results in clear, logical and illuminating conclusions. | Coherently articulated and logically structured.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | An excellently written answer with standard spelling and grammar.  Style is clear, resourceful and academic. | Sources accurately cited in the text.  A wide range of contemporary and relevant references cited in the reference list in the correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title. Addresses most of the assumptions of the title and/or the requirements of the brief. | Demonstrates a very good knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions. | Uses sound arguments or theoretical models. Presents a sound critical evaluation of the material resulting in clear and logical conclusions. | Logically constructed in the main.  An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | A very well written answer with standard spelling and grammar. Style is clear and academic. | Sources accurately cited in the text and a wide range of appropriate references cited in reference list in the correct style. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title/brief, but sometimes considers irrelevant issues. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and critical appraisal of some key issues, themes and questions. | Presents largely coherent arguments. Evidence of attempted analysis and critical evaluation, with some descriptive or narrative passages. Conclusions are fairly clear and logical. | For the most part coherently articulated and logically structured. An acceptable format is used. | The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and academic in the main. | Most sources accurately cited in the text and an appropriate reference list is provided which is largely in the correct style. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title/brief.  Superficial consideration of the issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level. An attempt is made to critically appraise some key issues, themes and questions. | Presents basic arguments, but focus and consistency lacking in places. Issues are vaguely stated.  Descriptive or narrative passages evident which lack clear purpose. Conclusions are not always clear or logical. | Adequate attempt at articulation and logical structure.  An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment.  Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competently written although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and is non-academic in a number of places. | Some relevant sources cited.  Some weaknesses in referencing technique. |
| Borderline  Fail | 35-39% | Significant degree of irrelevance to the title/brief.  Onlythe most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level. Key issues and themes not identified or appraised. | Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical. | Poorly structured.  Lack of articulation.  Format deficient. | For the type of assignment the presentational style &/or layout is lacking.  FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult.  Simplistic or repetitious style impairs clarity.  Style is non-academic. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title/brief is intermittent or missing.  The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Inadequate arguments and no analysis.  Descriptive or narrative in style with no evidence of critique.  Conclusions are sparse. | Unstructured.  Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking.  FTP as above. | Poorly written with numerous deficiencies in grammar, spelling and expression.  Style is non-academic. | An absence of academic sources and poor referencing technique. |