

MODULE DESCRIPTOR

TITLE	Dissertation: Human Resource Management/ Human Resource Development			
SI MODULE CODE	44-7829-01C			
CREDITS	45			
LEVEL	7			
JACS CODE	N600			
SUBJECT GROUP	Organisational Behaviour & HRM			
DEPARTMENT	Management			
MODULE LEADER	Katherine Gardiner; Janette Hurst			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	6	n/a	494	500

MODULE AIM(S)

The dissertation provides an opportunity to work in depth on a topic in the field of human resource Management or Human Resource Development. The dissertation is the culmination of the Masters programme and it offers students the opportunity to enhance their personal and professional development through an in-depth independent investigation of an issue of their choice that is relevant to Human Resource Management/Development. The dissertation aims to develop student autonomy, and develop academic and professional skills which will enable them to collect and analyse data, derive supportable conclusions and to make realistic and actionable recommendations. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint. By so doing, the student is able to demonstrate that they have met the CIPD standards by doubling also as a management report.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

1. Formulate clear aims and objectives for the dissertation which locate the human resource management/development topic within existing theory and practice
2. Demonstrate a critical and rigorous understanding of OB/HRM theory and literature relevant to the issues under investigation.
3. Justify your choices of research methodology and research methods by reference to ontological and epistemological debate, practical considerations and the aims of the research
4. Collect secondary and/or empirical data in an effective and timely manner and critically reflect on the process, including your own role as the researcher
5. Analyse, interpret and present data in a clear and logical form using appropriate techniques.
6. Critically evaluate the research findings and relate this process to existing theory in order to reach conclusions about organisational practice and/or the adequacy of existing theory
7. Explain and evaluate the validity and generalisability (or authenticity and plausibility, where appropriate) of any conclusions drawn from the research and make realistic recommendations for human resource management policy and practice
8. Demonstrate reflexivity about the research process and your role as a researcher/HRM/HRD practitioner within this process

9. Act ethnically and professionally with a demonstrated commitment to equality of opportunity and diversity in Learning and development

INDICATIVE CONTENT

- To identify an HRM/HRD issue of interest that is of strategic relevance to an organisation. This should usually be issue centred, in which a transferable HRM/HRD issue of interest or concern to organisations is researched,
- To critically assess and analyse the options for managing and developing people in a given context.
- To undertake an in-depth and critical analysis of literature relevant to the chosen area of interest.
- To compare and contrast the relevant merits of different research methodologies and be able to make an informed choice as to the most appropriate to use.
- To draw realistic conclusions of a specific and general nature. The research will usually be based on both secondary and primary data.
- The theoretical and literature base will depend on the topic selected, but this is likely to build upon the material and approaches covered in the Research Methodology module and be specific to areas of HRM/HRD.

LEARNING AND TEACHING METHODS

The learning philosophy adopted will encourage students to take a critical and independent approach towards the anticipated learning outcomes. To achieve these students will:

- meet with an appointed academic supervisor to discuss the research, seek advice on methodological issues and background reading, and as necessary, on the appropriate method of presentation.
- work independently conducting empirical research and a review of the HRM/HRD literature.
- as an HRM/HRD practitioner to be encouraged to reflect upon the process of research in order to be able to make valid recommendations.

The dissertation is 20,000 words. Formative feedback will be given by the supervisor during the supervision meetings and/or in writing.

ASSESSMENT STRATEGY AND METHODS

- Formative feedback will be given by the supervisor during the supervision meetings and/or in writing.
- Summative feedback will be given after the dissertation has been assessed by the student's supervisor and a second marker.
- Students will in addition be encouraged to reflect on their learning. This will also be assessed with the rest of the dissertation.
- Should the student fail the dissertation they will have another opportunity to re-work it for presentation at the next subject board.

Task No.	TASK DESCRIPTION	SI Code		Word Count / Duration	In-module retrieval available
1	Supervision records	CW	Pass/Fail	N/A	N
2	Dissertation	CW	100%	20000	N

[Task Descriptions and SI Codes](#)

ASSESSMENT CRITERIA

Please tick the relevant box to indicate your assessment of the dissertation on each criterion

CRITERIA	40%-50%
Clarity of dissertation purpose and objectives. Focused and relevant discussion of organisational context	Defined but not fully met. Limited focused and relevant discussion of organisational context.
Critical analysis of the most significant contributions to the literature, drawing on books, journals and recent research	Partially addressed, although insufficient theory considered and not well integrated.
Relevance/justification of methodology and ability to carry out fieldwork	Extends little beyond own experience/opinion. Limited ability to carry out fieldwork.
Evidence of systematic data collection and clear presentation of findings	Limited evidence of organisational context and systematic data collection. Basic presentation of findings.
Comprehensive analysis and interpretation of findings in a holistic/integrated manner	Limited evidence of analysis and interpretation of findings. Not holistic or integrated.
Appropriateness of conclusions in the light of terms of reference and empirical work	Limited evidence of conclusions based on theory and empirical work.
Recommendations. <u>As appropriate and can cover</u> realistic, timely and cost-effective action plan or implementation of recommendations	Limited evidence of realistic, timely and cost-effective recommendations and action plan or implementation as appropriate.
Professional presentation of material and argument, and clear and accurate referencing	Reasonable presentation but inconsistent referencing and unclear structure.
Evidence that personal learning has been reviewed, including comments from organisation <u>if appropriate</u>	Some evidence of personal learning but restricted and limited.

FEEDBACK

Students will receive feedback on their performance in the following ways;

- Formative (supervisor) feedback during the process of supervision. Students are required to meet with their supervisors at least 3 times during the dissertation process and attach records of those meetings to their dissertation.
- Students who do not fulfil the requirement to meet with their supervisor make be required to attend a viva to present orally on their research project.
- Summative formal feedback on the dissertation. The module utilises a detailed marking grid based on the learning outcomes. In addition more detailed feedback points are provided around the stronger areas which expand on the information provided in the marking grid.

LEARNING RESOURCES (INCLUDING READING LISTS)

Reading List

- Bell, J. (1987) *Doing Your Research Project*, Open University Press, London.
- Bryman, A. (2009) *Social Research Methods (2nd Edition)* Oxford University Press
- Campbell, J.P., Daft, R.L. & Hulin, C.L. (1982) *What to Study: Generating and Developing Research Questions*, Sage, London.
- Cassell, C. & Symon, G. (2004) *Qualitative Methods in Organizational Research: A Practical Guide*, Sage, London
- Cooper, H. M. (1989) *Integrating Research: A Guide to Literature Reviews*, 2nd Edition, Applied Social Research Methods Series, Sage, London.
- Easterby-Smith, M., Thorpe, R. & Lowe, A. (2008) *Management Research: Theory and Practice*, Sage, London.
- Gill, J. & Johnson, P. (2010) *Research Methods for Managers (4th Ed.)*, Paul Chapman, London.
- Howard, K., & Sharp, J. A. (1983) *The Management of a Student Research Project*, Gower, London.
- Hakim, C. (1992) *Research Design*, Routledge, London.
- Collis, J. & Hussey, R. (2009) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students*, Macmillan, London.
- Locke, L., Spiriduso, W.W. & Silverman, S.J. (1993) *Proposals that work: A guide for planning dissertations and grant proposals*, Sage, London.
- Saunders, M., Lewis, P. & Thornhill, A. (2009) *Research Methods for Business Students*, Pitman Publishing, London
- Silverman, D. (2010) *Doing Qualitative Research: A Practical Handbook*, (3rd Ed).Sage, London
- Smith, G. M. (1975) "Business and Management Studies, A Guide to the Information Network", *Journal of Management Studies*, pp 194 - 209.

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2011

MODULE DELIVERY PATTERN - If the course will have more than one intake, for example, September and January, please give details of the module start and end dates for each intake

	Module Begins	Module Ends

Is timetabled contact time required for this module?	N
--	---

Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

**NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks*

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
--	---------------

MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	n/a

**if YES complete table below*

SINGLE REFERRAL PACKAGE DETAILS

Task No.	TASK DESCRIPTION	SI Code	Task Weighting %	Word Count / Duration
1	Re-work dissertation		100	20000

[Task Descriptions and SI Codes](#)