



# Module Guide:

## 2.6 Professional Practice

Programme: BA (Hons) Professional Management

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## Module details

**Module title:** Professional Practice  
**Module code:** 2.6  
**Module level:** 5  
**Credit value:** 20  
**Assessment:** Assignment, reflective review, portfolio evidence  
**Learning duration:** 7 weeks

## Introduction

Welcome to this Professional Practice module. This is your reference guide to the content and assessment of this module.

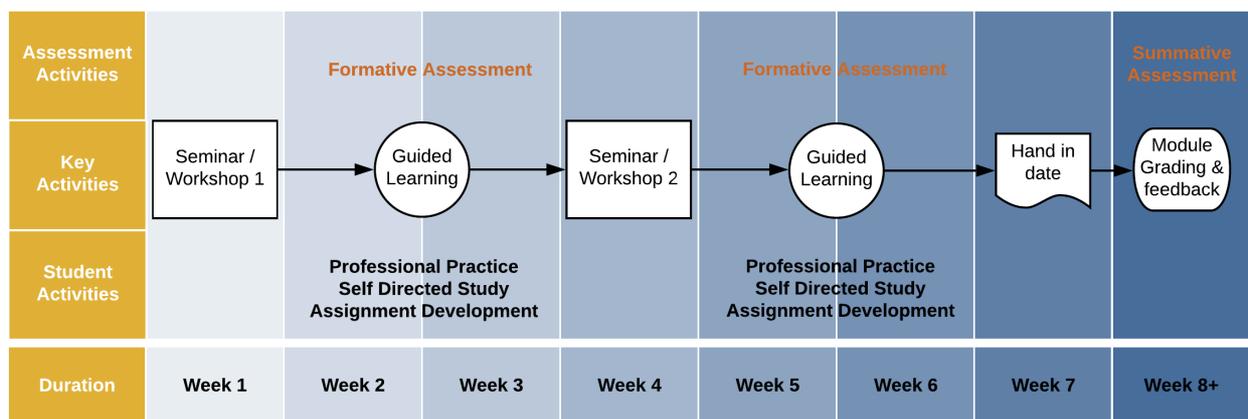
By successfully completing this module, you will be able to:

- 2.6 (1) Evaluate models of emotional and social intelligence
- 2.6 (2) Assess factors that impact on your own, team and organisational performance
- 2.6 (3) Demonstrate commercial acumen and sound judgement based on new opportunities
- 2.6 (4) Demonstrate positive impact on your own and others performance, respecting the people with whom they work

In order to achieve these learning outcomes, you will need to demonstrate your knowledge and experience as a manager or leader and provide evidence of reflection. Your tutor is there to guide and support you throughout this module, offering advice and guidance where applicable.

## Learning strategy

This module will be delivered through professional practice carried out across the duration of the module made up of self-directed working study and work based assessment. There are no formal taught sessions, but a combination of workshops and off the job tutorials will provide ongoing support from your tutor throughout.



## Module guidance

In order to complete this module, you will be required to provide the following:

1. An academic report of no more than 1000 words
2. A reflective review activity on the strengths and weaknesses of the factors that impact on your own, team and organisational performance
3. Portfolio evidence consisting of:
  - Personal development plan
  - Participation in an online blog
  - Work product evidence based on commercial acumen

## Assessment guidance

This module will be assessed through the development of an academic report which evaluates models of emotional and social intelligence. You will also carry out self-reflection on the strengths and weaknesses of some of the factors that have impacted on your own, team and organisational performance. You will also build a portfolio which demonstrates your commercial acumen and the positive impact you have had on your own and others performance during year two of your degree programme.

The majority of the credits for this module will be based on a portfolio of evidence demonstrating the development of skills of an effective manager. You will draw up a personal development plan, identifying areas for improvement linked to the Chartered Management Institute (CMI) Code of Practice and Chartered Manager criteria. You will be encouraged to participate in an online blog reflecting on your own personal performance and include evidence of commercial acumen and the impact you have had on your own and others performance.

The table below provides an overview of the assessments and how they will be used towards your overall module grade.

Components	Assessment method	Learning outcome	Overview of activity	Marking scheme
Assessment 1	1. Essay	2.6 (1)	Produce an essay which evaluates models of emotional and social intelligence	Marked and graded (40% pass mark)
Assessment 2	1. Reflective review	2.6 (2)	A reflection activity related to the factors that have impacted on your own, team and organisational performance	Threshold (A pass must be achieved)
Assessment 3	1. Portfolio of evidence	2.6 (3) 2.6 (4)	Compile evidence for your portfolio in order to demonstrate the development of your management skills.	Threshold (A pass must be achieved)

You will be required to complete all three components and achieve a pass for each in order to successfully complete this module.

## Before you start...

### What is expected of you:

- Read through and make sure you understand the requirements of the module. Please feel free to ask your tutor any questions if you are not sure or require further clarification. This can be done in person, by email or telephone.
- Ensure that you are aware of hand in dates for your work. If you feel you will not be able to meet these deadlines, please discuss with your tutor who may be able to arrange for an extension. It is essential that you allow time for this and not leave it until the last moment unless of extenuating circumstances.
- Always keep a soft or hard copy of your work.
- Ensure you have completed your individual self-reflections.
- Ensure you have completed all tasks within the allocated timescale. It is highly recommended that you attend the tutorial sessions and keep in touch with your tutor who will support you through your module. If we are not aware of problems you may be having, we will not be able to help you.

## Assessment 1

**Assessment type:** Assignment (essay)

**Learning outcome:** 2.6 (1) Evaluate models of emotional and social intelligence

**Overview:** Produce an academic literature review evaluating models of emotional and social intelligence

**Marking scheme:** Marked and graded

### Task

You are required to complete an academic literature review of no more than 1000 words to evaluate different up to date models of social and emotional intelligence and present your findings in an essay format. This should be presented electronically in Microsoft Word format, and include:

- Referencing in the Harvard style
- A full reference list
- A demonstration of research you have carried out

#### Your essay should:

1. Compare and contrast relevant academic literature in order to formulate an evaluation of at least two different emotional and social intelligence models
2. Analyse and evaluate the appropriateness of the models
3. Produce a suitable conclusion based on your analysis and evaluation linked to best practice within organisations.

### Marking and grading

Your essay will be marked and graded in line with UCQ's marking and grading guidelines which are in your student handbook. Specific to this task, you will be scored on the task elements detailed above, and summarised as follows:

1. Evidence of critical comparison of the academic literature
2. Evidence that you have evaluated different models of emotional and social intelligence.
3. Evidence of analysis of the models leading to a critical evaluation
4. Conclusion of models links to best practice

You will need to achieve a minimum pass of 40% in this assessment. A summary of the specific criteria that will be used to grade your work is shown in the table on the next page.

Grade type	Grade criteria	% band
Excellent pass	<ul style="list-style-type: none"> <li>• Professionally produced essay demonstrating accurate formatting including all required elements to a high standard with few errors</li> <li>• Highly critical academic literature review focussing on a wide range of up to date and current models of social and emotional intelligence</li> <li>• Well-developed critical evaluation leading to quality arguments with clear links to the literature review</li> <li>• Comprehensive synthesis and evaluation of the literature showing critical comparison and contrast of models of theory</li> <li>• Well-argued conclusions are drawn integrating an accurate and wide range of relevant materials and resources linked to organisations</li> <li>• Accurate referencing using the correct Harvard referencing as in-text references, bibliography and references list.</li> </ul>	70%+
Very good pass	<ul style="list-style-type: none"> <li>• Effectively produced essay demonstrating mostly accurate formatting including many of the required elements to a high standard with few errors</li> <li>• Critical academic literature review focussing on a range of up to date and current models of social and emotional intelligence</li> <li>• Mainly effective critical evaluation leading to some quality arguments with some links to the literature review</li> <li>• Detailed synthesis and evaluation of the literature showing some critical comparison and contrast of models of theory</li> <li>• Some well-argued conclusions are drawn integrating a mostly accurate and range of relevant materials and resources linked to organisations</li> <li>• Mainly accurate referencing using the correct Harvard referencing as in-text references, bibliography and references list.</li> </ul>	60%-69%
Good pass	<ul style="list-style-type: none"> <li>• Adequately produced essay demonstrating some accurate formatting including some of the required elements to a good standard with few errors</li> <li>• Adequate critical academic literature review focussing on a range of models of social and emotional intelligence</li> <li>• Adequate critical evaluation leading to some quality arguments with some links to the literature review</li> <li>• Some synthesis and evaluation of the literature showing some critical comparison and contrast of models of theory</li> <li>• Conclusions are drawn integrating a range of relevant materials and resources linked to organisations</li> <li>• Mainly accurate referencing using the correct Harvard referencing as in-text references, bibliography and references list.</li> </ul>	50%-59%

Pass	<ul style="list-style-type: none"> <li>• Basic essay demonstrating some formatting including few of the required elements to a reasonable standard with some errors</li> <li>• Basic critical academic literature review focusing on a limited range of models of social and emotional intelligence</li> <li>• Some evaluation leading to few arguments with few links to the literature review</li> <li>• Basic synthesis and evaluation of the literature showing limited critical comparison and contrast of models of theory</li> <li>• Conclusions are drawn from a limited range of relevant materials and resources linked to organisations</li> <li>• Some accurate referencing using the correct Harvard referencing as in-text references, bibliography and references list.</li> </ul>	40%-49%
Fail	<ul style="list-style-type: none"> <li>• Poor essay demonstrating few appropriate formatting techniques including few of the required elements to a poor standard with many errors</li> <li>• Poor academic literature review focusing on a few of the models of social and emotional intelligence</li> <li>• Little description leading to few arguments with few links to the literature review</li> <li>• Weak synthesis and evaluation of the literature showing limited comparison and contrast of models of theory</li> <li>• Conclusions are drawn from few materials and resources linked to organisations</li> <li>• Little accurate referencing using the correct Harvard referencing as in-text references, bibliography and references list.</li> </ul>	0%-39%

## Assessment 2

**Assessment type:** Reflective review

**Learning outcome:** 2.6 (2) Assess factors that impact on own, team and organisational performance

**Overview:** A reflection activity on the factors that have impacted on your own, team and organisational performance.

**Marking scheme:** Threshold (A pass must be achieved)

### Task

You are required to complete a reflective review which assesses the strengths and weaknesses of a range of factors that have had an impact on your own, your teams and the organisational performance during the past 12 months. A template will be provided for this asking you to discuss an experience, reflect on this experience, learn from the experience and then plan and try out what you have learned. There is no formal word count for this task, but as a guide, 1200 words in total would be appropriate.

1. Reflect on your practice as a manager or leader in relation to the factors that have impacted on your own, team and organisational performance.

### Marking and grading

Your reflective review is required to be passed. All of the criteria stated in the table below must be met in order to achieve a pass.

Component	Criteria
Presentation of your reflective review	<ul style="list-style-type: none"> <li>▪ Use of a clear structure</li> <li>▪ Accurate spelling and grammar</li> <li>▪ Visually appealing presentation</li> </ul>
Summary of new learning	<ul style="list-style-type: none"> <li>▪ Personal account that is informed from reading/theory and analysis linked to best practice to inform individual, team and organisational performance enhancements</li> <li>▪ Accurately referenced</li> </ul>
Reflective review content	<ul style="list-style-type: none"> <li>▪ Appropriate to module</li> <li>▪ Your own personal experience</li> <li>▪ Reflecting on a situation and discussing it</li> </ul>
Personal action plan	<ul style="list-style-type: none"> <li>▪ Clear structure</li> <li>▪ Accurate spelling and grammar</li> <li>▪ SMART objectives for personal action plan</li> <li>▪ Review period for action plan</li> <li>▪ Linked to ongoing personal development</li> </ul>

## Assessment 3

- Assessment type:** Portfolio evidence
- Learning outcome:** 2.6 (3) Demonstrates commercial acumen and sound judgement based on new opportunities.  
2.6 (4) Demonstrates positive impact on own and others performance, respecting the people with whom they work
- Overview:** Compile evidence for your portfolio in order to demonstrate your commercial acumen skills and the impact you have had on others performance.
- Marking scheme:** Threshold (A pass must be achieved)

### Task

You are required to complete portfolio tasks and collect evidence to demonstrate your knowledge and understanding of the subject area. Each of the individual tasks are detailed below.

The purpose this task is for you to evaluate your own performance over the course of the second stage of your degree programme, in terms of how successful you have been in meeting the milestones defined in your individual learning plan (ILP). The development plan and review you will complete in this task will be used as part of your formal annual review.

#### 1. Personal development plan

Update your personal development plan, identifying areas for improvement linked to the CMI Code of Practice and Chartered Manager criteria.

### Marking and grading

This element is required to be passed. All of the criteria stated in the table below must be met in order to achieve a pass.

Component	Criteria
Areas for improvement	<ul style="list-style-type: none"> <li>Critical analysis of own performance in line with the CMI Code of Practice and Chartered Manager criteria.</li> </ul>
Personal development plan	<ul style="list-style-type: none"> <li>Clear structure</li> <li>Accurate spelling and grammar</li> <li>SMART objectives used</li> <li>Review period for action plan identified</li> <li>Linked to ongoing personal development</li> <li>Supported with evidence</li> </ul>

## 2. Personal performance review

You are required to participate in an online blog reflecting on your own personal performance. The online blog forms part of the School's virtual learning environment (VLE).

The review should be a record of how you have developed your commercial acumen skills and the judgements you have made in relation to new opportunities within the organisation. You must show how this links to best practice and latest research. It must include a critical analysis of theory and recommendations supported with best practice.

### Marking and grading

This element is required to be passed. All of the criteria stated in the table below must be met in order to achieve a pass.

Component	Criteria
Online blog	Blog entry written in clear and accurate manner with the use of an appropriate structure and language.
Identification of skills	Clear identification of skills gained and/or improved throughout the degree course so far. Reference has been made to both skills of a higher education student and also as an effective manager.

## 3. Work product evidence

The purpose of gathering this evidence is so that you can demonstrate your ability to make a positive impact in relation to:

- a. Your own performance
- b. Others performance in your team

The evidence you chose to gather is at your discretion, but typically evidence may include:

- Witness testimonies
- Minutes from meetings
- Email communications
- Appraisals or staff reviews
- Peer feedback
- Witness testimonies

In all instances, the evidence must show your own individual contribution. Against each item of evidence, you should provide a brief description and a justification of why you have included it to demonstrate your skills.

### Marking and grading

This element is required to be passed. All of the criteria stated in the table below must be met in order to achieve a pass.

Component	Criteria
Gathering of evidence	At least three separate pieces of evidence have been gathered and described.
Justification	Each piece of evidence has had its inclusion justified in terms of how it demonstrates the required abilities detailed above.

## Module Reading List

Bedford, D. (2006) *Study Skills for Foundation Degrees*. London: David Fulton.

Capon, C. (2009) *Understanding Organisational Context*. 3<sup>rd</sup> ed. FT/ Prentice Hall

Cope, K. (2012) *Seeing the Big Picture: Business Acumen to Build Your Credibility, Career & Company*. Greenleaf Book Group LLC.

Copus, J. (2009) *Brilliant writing tips for students*. London: Palgrave MacMillan. (Pocket Study Skills).

Currence, J. (2017) *Developing Business Acumen (Making an Impact in Small Business HR)*. Society for Human Resource Management.

Godwin, J. (2009) *Planning your essay*. London: Palgrave Macmillan. (Pocket Study Skills).

Robbins, S.P. (2005) *Essentials of Organizational Behaviour*. 8th (International) ed. New Jersey: Pearson Prentice Hall.

Peck, J. (2005) *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. 2<sup>nd</sup> ed. Basingstoke: Palgrave Macmillan.

### E Learning Resources

BBC Educational site

[www.bbc.co.uk/news/education/](http://www.bbc.co.uk/news/education/)

Government website on education

[www.education.gov.uk](http://www.education.gov.uk)

Kent University – employability skills

[www.kent.ac.uk](http://www.kent.ac.uk)

Office for the Standards in Education

[www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

Sector Skills Council

[www.people1st.co.uk/](http://www.people1st.co.uk/)

Times Educational Supplement

[www.tes.co.uk/](http://www.tes.co.uk/)