

Module Specification

1. Factual information																																																	
Module title	Academic Writing and Study Skills																																																
Module code	1.1																																																
Module tutor		Level	4																																														
Module type	Taught	Credit value	20																																														
Modes of delivery	<p>Apprenticeship</p> <p>Full-time hybrid learning:</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>																																																
Notional learning hours	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Activity</th> <th style="width: 10%;">Hours</th> <th style="width: 10%;">On Job</th> <th style="width: 10%;">Off Job</th> <th style="width: 40%;">Notes</th> </tr> </thead> <tbody> <tr> <td>Lectures/Workshops</td> <td style="text-align: center;">12</td> <td></td> <td style="text-align: center;">X</td> <td>2 full day interactive online lectures within 7 week period</td> </tr> <tr> <td>Tutorials</td> <td style="text-align: center;">10</td> <td></td> <td style="text-align: center;">X</td> <td>Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.</td> </tr> <tr> <td>Support</td> <td style="text-align: center;">30</td> <td></td> <td style="text-align: center;">X</td> <td>121; email; additional support; guidance</td> </tr> <tr> <td>Self-directed Learning</td> <td style="text-align: center;">55</td> <td></td> <td style="text-align: center;">X</td> <td>Self-directed study</td> </tr> <tr> <td>Work-based study</td> <td style="text-align: center;">55</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> <td>Practical research and application of theories; knowledge; development of behaviours</td> </tr> <tr> <td>Assessment</td> <td style="text-align: center;">20</td> <td></td> <td style="text-align: center;">X</td> <td>Off the job assessment activity</td> </tr> <tr> <td>Assessment</td> <td style="text-align: center;">18</td> <td style="text-align: center;">X</td> <td></td> <td>On the job assessment activity</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">200</td> <td></td> <td></td> <td>Over 7 weeks</td> </tr> </tbody> </table>				Activity	Hours	On Job	Off Job	Notes	Lectures/Workshops	12		X	2 full day interactive online lectures within 7 week period	Tutorials	10		X	Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.	Support	30		X	121; email; additional support; guidance	Self-directed Learning	55		X	Self-directed study	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours	Assessment	20		X	Off the job assessment activity	Assessment	18	X		On the job assessment activity	Total	200			Over 7 weeks
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Total	200			Over 7 weeks																																													

2. Rationale for the module and its links with other modules

This module gives students a thorough grounding in the core academic literacies required during the programme. It introduces academic writing and study skills to lay a successful foundation for academic and professional achievement.

This module does not assume any prior knowledge.

3. Aims of the module

This module aims to develop the academic writing and study skills required of a higher education student, including:

- Basic professional and information literacy skills
- Research and referencing skills
- Skills for critical analysis

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

- (1) Identify examples of primary and secondary research sources
- (2) Analyse and evaluate different secondary research sources
- (3) Apply Harvard referencing to assignments
- (4) Demonstrate the skills required of a higher education student

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>A1 : Identify examples of primary and secondary research sources</p>	A1	<p>A1. Learning and teaching strategies will include tutor-led lectures to introduce examples of the sources. Students will carry out small group exercises relating to a market research scenario to identify and classify available sources, discussing with peers to encourage collaborative learning.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module students will be expected to:</i></p> <p>B1: Analyse and evaluate different secondary research sources</p>	B3	<p>B1. Learning and teaching strategies will include tutor-led lectures to introduce examples of secondary sources from academic journals and text books.</p> <p>Students will carry out independent reading on a directed topic, supported by a reading list including texts and journal papers both seminal and contemporary, engaging with them in order to judge their respective reliability, validity and significance. Small group discussions will support consideration of a range of interpretations and encourage debate.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C1: Apply Harvard referencing to assignments</p>	<p>C2</p>	<p>C1. Learning and teaching strategies will include tutor-led lectures to introduce examples of citation and referencing formats for a range of sources in Harvard style. Students will carry out small group exercises to identify information required of a reference and construct appropriate phrasings and formats for citation and referencing.</p> <p>Working independently, students will undertake a self-managed online skills check which develops, improves and demonstrates competency in skills of citing and referencing in Harvard style</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>D1 : Demonstrate the skills required of a higher education student</p>	<p>D3</p>	<p>D1. Opportunities to develop and demonstrate skills of critical discussion, awareness of differing perspectives, comparison and contrasting of different views and the balanced verbal and written expression thereof are incorporated throughout the module in the form of:</p> <ul style="list-style-type: none"> • Independent guided reading • Contribution to small group discussion • Peer feedback in dyads

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<ul style="list-style-type: none"> Facilitated discussion in whole group plenaries

8. Indicative content.
<p>Introduction to the nature and purpose of research</p> <p>Appreciation of different academic writing formats and styles</p> <p>Primary and secondary sources</p> <p>Quantitative and qualitative data</p> <p>Referencing</p> <p>Plagiarism</p> <p>Reflection of key learnings</p>

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Formative assessment: Tutorial exercises

Summative assessment: Essay, Skills Check, Reflective Review

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Essay analysing and evaluating theories of workplace motivation using a range of prescribed sources. Word count: 1200 Format: Microsoft Word	100%	7	% marked and graded	B1 C1
Work-based assessment: Self-managed skills check on research sources, citing and referencing. Word count: Not applicable Format: MS Forms Multiple Choice Quiz	Threshold	7	Pass/Fail	A1 C1
Work-based assessment: Reflective review demonstrating practice as a reflective practitioner. Word count: 750 Format: Microsoft Word	Threshold	7	Pass/Fail	C1 D1

10. Teaching staff associated with the module

Name and contact details

Gareth James: gareth.james@ucq.ac.uk

Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
**Boddy, D	2019	Chapter 15 in <i>Management</i> . 8th ed	Pearson	Harlow, UK
**Buchanan, D. and Huczynski, A	2019	Chapter 9 in <i>Organizational Behaviour</i> . 10th edn	Pearson	Harlow, UK
*Bundtzen, H	2020	Adapting Herzberg's Motivation-Hygiene Theory to a VUCA world—a repertory grid study	European Journal of Economics and Business Studies, 6(3), pp.145-159	
*Fowler, S	2012	Optimal motivation	Training Journal, pp. 35–39	
*Herzberg F	2003	One More Time: How Do You Motivate Employees?	<i>Harvard Business Review</i> [Internet]. 2003 Jan [cited 2021 Sep 27];81(1):87–96	
*Kollmann, T. <i>et al</i>	2020	What satisfies younger versus older employees, and why? An aging perspective on equity theory to explain interactive effects of employee age, monetary rewards, and task contributions on job satisfaction	<i>Human Resource Management</i> , 59(1), pp. 101–115. doi: 10.1002/hrm.21981	
**Maslow, A	2019	A Theory of Human Motivation. 1st edn	GENERAL PRESS	
**McClelland, D. and Burnham, D	2008	Power Is the Great Motivator	Harvard Business Review Press	
**Mullins, L	2019	Chapter 7 in Mullins: Organisational Behaviour in the Workplace 12th ed	Pearson	
*Available via Management Direct				
**Available via Perlego				

12. Other indicative text (e.g. websites)

Chartered Management Institute Management Direct: <https://members.md.cmi.org.uk>

Online learning resource which provides:

- Leader videos; experts talking about overcoming real-life management challenges
- Content designed to meet different learning styles
- Search results organised into bite-size learning
- Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders
- Continued Professional Development recording

The following Academic Journals may also be useful throughout this programme:

*British Journal of Management

Publishes articles from the full range of business and management disciplines and combines scholarly merit with readability.

*Human Resource Management Journal

Business and human resource strategy design of organizations; work and jobs; recruitment and selection; performance appraisal; training and development; and management and trade union relations.

*Journal of Business and Management

Provides a forum for the dissemination of theory and research in all areas of business, management, and organizational decisions which would be of interest to academics and practitioners

*Journal of Business Strategies

Analyses of current business problems & issues of interest to business decision makers & academicians. From all business disciplines including marketing, finance, accounting, economics, & all areas of management.

*Journal of Organizational Behavior

Research, theory and review in industrial/organizational psychology and organizational behavior fields including motivation, work performance, job design, occupational stress, personnel selection, organizational structure and managerial behavior.

*Journal of Small Business Management

Articles, notes and other features on subjects of current professional interest in the fields of small business management and entrepreneurship aimed at small business readers and their advisors.

*Leadership in Action

Presents effective methods for communicating the essence of leadership strategies and practices to a wide variety of people.

*Available via Management Direct

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module Specification

1. Factual information					
Module title	Leadership				
Module code	1.2				
Module tutor		Level	4		
Module type	Taught	Credit value	20		
Modes of delivery	<p>Apprenticeship Full-time hybrid learning</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>				
Notional learning hours	Activity	Hours	On Job	Off Job	Notes
	Lectures/Workshops	12		X	2 full day interactive online lectures within 7 week period
	Tutorials	10		X	Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.
	Support	30		X	121; email; additional support; guidance
	Self-directed Learning	55		X	Self-directed study
	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	20		X	Off the job assessment activity
	Assessment	18	X		On the job assessment activity
	Total	200			Over 7 weeks

2. Rationale for the module and its links with other modules

This module explores the leadership paradigm and how this impacts individual and organisational performance. Students will review the purpose and values of their organisation and their own leadership styles to support a high-performance work culture and developing others through coaching and mentoring.

This module introduces leadership philosophies to develop a foundation of understanding in preparation for levels 5 and 6 of the programme.

3. Aims of the module

This module aims to develop understanding of leadership and management styles and how these can be applied to improve individual and organisational performance. It also aims to enable students to support their team members through effective coaching and mentoring activities.

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

- (1) Assess leadership styles that can be adopted in different situations
- (2) Evaluate an organisation's approach to diversity management
- (3) Integrate own organisation's values and working practices to support a high-performance inclusive work culture
- (4) Recommend coaching and mentoring techniques that can be used to improve individual performance
- (5) Demonstrate the ability to manage and chair meetings, clearly presenting any actions and outcomes

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>A1 : Assess leadership styles that can be adopted in different situations</p>	<p>A3</p>	<p>A1. Students will develop comprehension and insight into a range of theoretical leadership styles and their applicability within a selection of practical situations and contexts. Teaching and learning strategies shall focus on an introductory lecture on the historical development of leadership styles, supported with seminars and group work evaluating a series of academic authors' approaches to leadership traits. Group work will also develop contextualisation and practical evidence of the impact of leadership within the organisation. Tutorial activity will support formative assessment.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module students will be expected to:</i></p> <p>B1: Evaluate an organisation's approach to diversity management</p> <p>B2: Recommend coaching and mentoring techniques that can be used to improve individual performance</p>	<p>B2</p> <p>B2</p>	<p>B1. Students will identify contextualised best practice within diversity management and contrast this with theoretical models of equality and diversity. Students will be able to explain the implications of diversity management within the background of their own organisation and will be required to explore this through the assessment task. The teaching and learning strategies linked to this theme include introducing the student to best practice examples, analysis from group</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>work on explaining differences between theory and practice with group presentations to peers. Problem led learning is further developed through the inclusion of case studies requiring student derived solutions.</p> <p>B2. The student will reflect on a series of theoretical approaches to coaching and mentoring, with a critique of a series of methodologies taken by different authors. The student will be able to consider how coaching and mentoring is implemented within their own organisation and how this achieves organisational goals. Teaching and learning strategies for this module include individualised interpretation of coaching and mentoring through the introduction of exemplar materials and tutorial support in explaining how theory contrast with organisational practice.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C1: Integrate own organisation's values and working practices to support a high-performance inclusive work culture</p>	<p>C1</p>	<p>C1. The student will consider the contributing factors which create organisational behaviour through a series of theoretical models. The student is assessed through the summative essay, but formative assessment is maintained through tutorial support. The teaching and learning strategy is promoted through group discussions and individualised study on standard models of organisational behaviour. Students will be required to discuss how this contrasts with work-based examples within their own organisation through the summative essay.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>D1: Demonstrate the ability to manage and chair meetings, clearly presenting any actions and outcomes</p>	<p>D1, D2</p>	<p>D1. The student will be required to demonstrate effective skills in managing meetings including strong communication, successful time management and the ability to negotiate and agree positive actions and outcomes. Students will be supported through individualised tutorials, with emphasis place on reflections of previous practice and support in developing new skills within meeting management. Assessment is through observation and student reflective evidence.</p>

8. Indicative content.

Leadership styles

High performance working

Organisational values and culture

Self-directed work teams

Persuasion

Diversity management

Coaching and mentoring

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Formative assessment: Tutorial exercises

Summative assessment: Essay, Reflective Review, Portfolio Evidence

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Written essay demonstrating an understanding of leadership styles and the impact on organisational performance. Word count: 2500 Format: Microsoft Word	100%	7	% marked and graded	A1 C1
Work-based assessment: Reflective review on demonstrating diversity management. Word count: 500 Format: Microsoft Word	Threshold	7	Pass/Fail	B1
Work-based assessment: Portfolio evidence – observation and peer feedback with action plan Word count: Not applicable Format: Suitable to evidence	Threshold	7	Pass/Fail	B2 D1

10. Teaching staff associated with the module

Name and contact details

Kevin Smith: kevin.smith@ucq.ac.uk

Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
**Buchanan, D. and Huczynski, A.	2019	Organizational Behaviour. 10th edn	Pearson	
**Goleman, D.	2019	The Emotionally Intelligent Leader	Harvard Business Review Press	
**Greenleaf, R.	1998	The Power of Servant-Leadership. 1st edn	Berrett-Koehler Publishers	
**Kotter, J.	2012	Leading Change, With a New Preface by the Author	Harvard Business Review Press	
**Mullins, L.	2016	Management and Organisational Behaviour 11th edn	Pearson	
**Review, H. B. et al.	2017	Authentic Leadership (HBR Emotional Intelligence Series)	Harvard Business Review Press	
**Review, H. B. et al.	2011	HBR's 10 Must Reads on Managing People (with featured article 'Leadership That Gets Results,' by Daniel Goleman)	Harvard Business Review Press	
**Schein, E. and Schein, P.	2016	Organizational Culture and Leadership. 5th edn.	Wiley	
*Available via Perlego				

12. Other indicative text (e.g. websites)
Chartered Management Institute Management Direct: https://members.md.cmi.org.uk
Online learning resource which provides: <ul style="list-style-type: none"> • Leader videos; experts talking about overcoming real-life management challenges • Content designed to meet different learning styles • Search results organised into bite-size learning • Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders

- Continued Professional Development recording

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*Journal of Business Strategies

Analyses of current business problems & issues of interest to business decision makers & academicians. From all business disciplines including marketing, finance, accounting, economics, & all areas of management.

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Research, theory and review in industrial/organizational psychology and organizational behavior fields including motivation, work performance, job design, occupational stress, personnel selection, organizational structure and managerial behavior.

*Journal of Small Business Management

Articles, notes and other features on subjects of current professional interest in the fields of small business management and entrepreneurship aimed at small business readers and their advisors.

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*Available via Management Direct

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

Module Specification

1. Factual information					
Module title	Effective Communication				
Module code	1.3				
Module tutor		Level	4		
Module type	Taught	Credit value	20		
Modes of delivery	<p>Apprenticeship</p> <p>Full-time hybrid learning:</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>				
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	Support	30		X	121; email; additional support; guidance
	Self-directed Learning	55		X	Self-directed study
	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	20		X	Off the job assessment activity
	Assessment	18	X		On the job assessment activity
	Total	200			Over 7 weeks

2. Rationale for the module and its links with other modules

This module explores effective interpersonal and communication skills and gives students the opportunity to understand and develop effective written, verbal, non-verbal and digital communication within a business setting. Students will be empowered to develop skills in effective listening, influencing, negotiation and persuasion.

This module introduces communication philosophies to develop a foundation of understanding in preparation for levels 5 and 6 of the programme.

3. Aims of the module

This module aims to support students to reflect critically on personal presence, interpersonal skills and interactions with others. It aims to develop understanding of different forms and channels of communication and how these can be applied effectively in a business setting.

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

- (1) Evaluate methods and channels of communication that can be applied within different workplace situations
- (2) Analyse interpersonal and communication skills across a range of contemporary work-related challenges.
- (3) Apply influencing and persuasion skills to interactions across a range of work-related activities

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>A1: Evaluate methods and channels of communication that can be applied within different workplace situations</p>	<p>A2</p>	<p>A1: Students will demonstrate an in-depth knowledge and understanding of the importance of establishing the appropriateness of different communication methods for the workplace.</p> <p>Students will gain a systematic understanding of a range of communication methods which they will be able to demonstrate through the production of a presentation which incorporates evidence of the evaluation of a range of communication methods, suitable for the workplace, along with consideration of any barriers which may prevent the receiver understanding the messages sent.</p> <p>Learning and teaching strategies will include lectures to introduce theories and methods and tutorials, which will look at a range of potential communication methods and explore appropriate strategies to gain desired outcomes. Some group work will take place to encourage collaborative learning and formative assessment will aim to reinforce learning and challenge potential misunderstanding.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C2: Apply influencing and persuasion skills to interactions across a range of work-related activities</p> <p>C1: Analyse interpersonal and communication skills across a range of contemporary work-related challenges</p>	<p>C1</p> <p>C1</p>	<p>C1: Students will develop the skills required to create and deliver a group presentation, analysing and applying their knowledge of interpersonal and communication skills.</p> <p>Students will be introduced to a range of techniques used to construct and deliver the group presentation. Case studies will be used as a focus and students will work in pairs (or small groups) and receive peer and tutor feedback. Formative assessment will be provided in workshops and individual work will be summatively assessed.</p> <p>Tutorials will be facilitated to develop students' skills and competence. Formative assessment will be used to provide students with feedback on their skills and competence and appropriate guidance for improvement. Evidence of effective synthesis and justification will be summatively assessed in the group presentation.</p> <p>C2: Students will develop skills in self-reflection which informs their ability to seek and apply new techniques to their own performance and identify how these might be evaluated. Students will develop effective communication skills such that they are able to identify appropriate</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>communication methods within the workplace and make informed decisions on how to apply influencing and persuasion techniques leading to outcomes that inform their own practice.</p> <p>Teaching and Learning strategies will include an introduction to appropriate tools and delivery techniques. Tutorials will facilitate students' skills and competence. Formative assessment will be used to provide students with feedback on their skills and competence and appropriate guidance for improvement.</p>

8. Indicative content.

Introduction to communication

Communication skills and objectives

Communication barriers

Collaborative working

Digital literacy

Remote communication

Developing digital skills

Managing teams & people remotely

Non-verbal communication and body language (Paralinguistic communication)

Parent / adult / child communication (Transactional analysis)

Conversational devices

Presentations

Meetings

Electronic communication

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Formative assessment: Tutorial exercises

Summative assessment: Group presentation, Reflective Reviews

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
<p>Academic assessment: Group presentation on communication within the workplace Time limit: 15 minutes Format: Presentation via MS Teams with PowerPoint</p>	100%	7	% marked and graded	A1 C1
<p>Work-based assessment: Reflective review (1) on the use of influencing skills Reflective review (2) on the use of persuasion skills Word count: 500 words each review Format: Microsoft Word</p>	Threshold	7	Pass/Fail	C2

10. Teaching staff associated with the module

Name and contact details

Wendy Platt: wendy.platt@ucq.ac.uk

Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
*Allan, B.	2009	Study Skills for Management Students	Open University Press	Maidenhead
Bell, J.	2014	Social Intelligence: A practical guide to social intelligence: Communication skills - social skills - communication theory - emotional intelligence	CreateSpace	United States
Bennis, W.G	2009	On Becoming a Leader. 20 th ed.	Basic Books	New York
**Bovee, C.L. & Thill J.V.	2020	Business Communication Today: 15 th ed.	Pearson Education	Harlow
**Camilleri, M.A.	2021	Strategic Corporate Communication in the Digital Age	Emerald Publishing Ltd	Bingley
*Chartered Management Institute	2020	Management transformed: managing in a marathon crisis	CMI [Online]	
**Dewhurst, S. & Fitzpartick L	2019	Successful Employee Communications; A practitioners guide to tools, models and best practice for internal communications	Kogan Page	London & New York
*Jones, D., Bichard, M. et al	2007	Six of the best: lessons in life and leadership	Hodder & Stoughton	
** Jones, P.	2016	Communication Strategy	Routledge	London & New York
**Kuhnke, E.	2015	Communication Essentials for Dummies. 2 nd Ed.	Wiley, John & Sons	United States
*Motschnig, R., and Nyki, L.	2014	Person Centred Communication: Theory, Skills & Practice	Open University Press	
*Stancel, S.	2015	Make meetings work	Manager: British Journal of Administrative	

11. Key reading list				
Author	Year	Title	Publisher	Location
			Management, Q1 pp. 20-21.	
*Solinger, O.N., Jansen, P.G. and Cornelissen, J.P.	2020	The Emergence of Moral Leadership	Academy of Management Review 45(3), 504–527.	
*Available via Management Direct **Available via Perlego				

12. Other indicative text (e.g. websites)
<p>Chartered Management Institute Management Direct: https://members.md.cmi.org.uk</p> <p>Online learning resource which provides:</p> <ul style="list-style-type: none"> • Leader videos; experts talking about overcoming real-life management challenges • Content designed to meet different learning styles • Search results organised into bite-size learning • Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders • Continued Professional Development recording <p>The following Academic Journals may also be useful throughout this programme:</p> <p><u>*British Journal of Management</u> Publishes articles from the full range of business and management disciplines and combines scholarly merit with readability.</p> <p><u>*Human Resource Management Journal</u> Business and human resource strategy design of organizations; work and jobs; recruitment and selection; performance appraisal; training and development; and management and trade union relations.</p> <p><u>*Journal of Business and Management</u></p>

Provides a forum for the dissemination of theory and research in all areas of business, management, and organizational decisions which would be of interest to academics and practitioners

*Journal of Business Strategies

Analyses of current business problems & issues of interest to business decision makers & academicians. From all business disciplines including marketing, finance, accounting, economics, & all areas of management.

*Journal of Organizational Behavior

Research, theory and review in industrial/organizational psychology and organizational behavior fields including motivation, work performance, job design, occupational stress, personnel selection, organizational structure and managerial behavior.

*Journal of Small Business Management

Articles, notes and other features on subjects of current professional interest in the fields of small business management and entrepreneurship aimed at small business readers and their advisors.

*Leadership in Action

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*Available via Management Direct

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module Specification

1. Factual information					
Module title	Marketing				
Module code	1.4				
Module tutor		Level	4		
Module type	Taught	Credit value	20		
Modes of delivery	<p>Apprenticeship</p> <p>Full-time hybrid learning:</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>				
Notional learning hours	Activity	Hours	On Job	Off Job	Notes
	Lectures/Workshops	12		X	2 full day interactive online lectures within 7 week period
	Tutorials	10		X	Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.
	Support	30		X	121; email; additional support; guidance
	Self-directed Learning	55		X	Self-directed study
	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	20		X	Off the job assessment activity
	Assessment	18	X		On the job assessment activity
	Total	200			Over 7 weeks

2. Rationale for the module and its links with other modules

This module explores marketing strategies and marketing planning within a working environment. It provides students the opportunity to understand and utilise marketing strategies and objectives to improve business performance within their own organisation.

This module introduces marketing theories to develop a foundation of understanding in preparation for levels 5 and 6 of the programme.

3. Aims of the module

This module aims to develop understanding of different marketing strategies and how to set and achieve objectives to meet customer and organisational need. Students will be encouraged to reflect critically on ways to improve customer interactions and develop creative solutions.

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

- (1) Evaluate theories to inform marketing strategies within an organisation
- (2) Assess methods for setting objectives and monitoring the implementation of a marketing strategy
- (3) Analyse approaches to innovation in product and design within own organisation
- (4) Apply creative approaches to develop a range of solutions to meet customer and organisation needs.
- (5) Critically analyse market segmentation in relation to own organisation

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>B1: Evaluate theories to inform marketing strategies within an organisation</p> <p>B2: Assess methods for setting objectives and monitoring the implementation of a marketing strategy</p> <p>B3: Critically analyse market segmentation in relation to own organisation</p>	<p>B1</p> <p>B1</p> <p>B1</p>	<p>B1. Students will gain a systematic understanding of the main marketing and strategic marketing theories and models which they will be able to demonstrate through the production of a marketing plan which incorporates evidence of analysis and evaluation of a range models, tools and techniques appropriate for their strategic marketing planning.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks. The main theories will be introduced, with students undertaking real time small group discussions, group feedback and analysis. Self-managed research tasks will be undertaken to explore specific models, tools and techniques. Formative tutorials support students research activity and assignment preparation.</p> <p>B2. Students will be introduced to the main methods of objective setting, monitoring, implementation and control of a marketing strategy from which they will gain a systematic understanding which they will demonstrate through the production of a marketing plan.</p> <p>The learning and teaching strategy involves tutor</p>

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>led learning including on and off-line, self and group managed tasks. The main theories will be introduced, with students undertaking real time small group discussions, group feedback and analysis. Self-managed research tasks will be undertaken to explore specific models, tools and techniques. Formative tutorials support students research activity and assignment preparation.</p> <p>B3. Students will gain a systematic understanding of market segmentation (demographic, psychological, geographical and behaviour), differentiation, target markets and market targeting.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks with the explicit linking of theory to practice. Students will engage in self-managed and supported critical reflection, analysis and evaluation of approaches to market segmentation in relation to own organisation through a reflective review.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C1: Analyse approaches to innovation in product and design within own organisation</p> <p>C2: Apply creative approaches to develop a range of solutions to meet customer and organisation needs</p>	<p>C3</p> <p>C3</p>	<p>C1. Students will be introduced to the ideas of innovation (product and service design) and intrapreneurship cognisant with strategic organisational development.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks with the explicit linking of theory to practice. Students will engage in self-managed and supported critical reflection, analysis and evaluation of approaches to innovation in service and product design within their own organisation through a reflective review.</p> <p>C2. Students will be introduced to approaches to creative thinking and the concepts of value proposition, customer centred design (pains and gains) and service/product innovation for strategic organisational development.</p> <p>The learning and teaching strategy includes tutor led learning including on and off-line, self and group managed tasks with the explicit linking of theory to practice. Students will demonstrate the skill of a creative approach to developing a range of solutions to meet customer and organisation needs via a portfolio of evidence.</p>

8. Indicative content.

Introduction to marketing

Innovation and Intrapreneurship

Developing a Value Proposition

Strategic marketing

Marketing planning

Consumer behaviour

Situational analysis

Marketing Objective setting

Market segmentation

Marketing Mix (7Ps)

Sales and selling

Digital disruption and transformation

Implementation

Evaluation and control

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy: Formative assessment: Tutorial exercises Summative assessment: Presentation, Reflective Reviews, Portfolio Evidence				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Presentation on a proposed marketing strategy Time limit: 10 minutes Format: Digital video asset with supporting PowerPoint slides and associated notes	100%	7	% marked and graded	B1 B2
Work-based assessment: Reflective review (1) on approaches to innovation in products and design within own organisation. Reflective review (2) on market segmentation within own organisation. Word count: 500 words for each review Format: Microsoft Word	Threshold	7	Pass/Fail	B3 C1
Work-based assessment: Portfolio evidence - work product evidence. Word count: Not applicable Format: Suitable to evidence	Threshold	7	Pass/Fail	C2

10. Teaching staff associated with the module

Name and contact details
Andy Price: andy.price@ucq.ac.uk
Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
**Kotler, P.T, Armstrong, G. Harris, L.C. and He, H.	2019	Principles of Marketing 8 th Edition.	Pearson	London
**McDonald, M.H.B. and Wilson, H.	2016	Marketing plans: how to prepare them, how to use them. 8 th Edition.	Wiley	Chichester, West Sussex
**Tidd, J. and Bessant, J.	2020	Managing Innovation. 7th Edition.	Wiley	Chichester, West Sussex
** Available via Perlego				

12. Other indicative texts (e.g. websites)
<p>Chartered Management Institute Management Direct: https://members.md.cmi.org.uk</p> <p>Online learning resource which provides:</p> <ul style="list-style-type: none"> • Leader videos; experts talking about overcoming real-life management challenges • Content designed to meet different learning styles • Search results organised into bite-size learning • Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders • Continued Professional Development recording <p>The following Academic Journals may also be useful throughout this programme:</p> <p><u>*British Journal of Management</u> Publishes articles from the full range of business and management disciplines and combines scholarly merit with readability.</p> <p><u>*Human Resource Management Journal</u> Business and human resource strategy design of organizations; work and jobs; recruitment and selection; performance appraisal; training and development; and management and trade union relations.</p> <p><u>*Journal of Business and Management</u> Provides a forum for the dissemination of theory and research in all areas of business, management, and organizational decisions which would</p>

be of interest to academics and practitioners

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Analyses of current business problems & issues of interest to business decision makers & academicians. From all business disciplines including marketing, finance, accounting, economics, & all areas of management.

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13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module Specification

1. Factual information					
Module title	Decision Making				
Module code	1.5				
Module tutor		Level	4		
Module type	Taught	Credit value	20		
Modes of delivery	<p>Apprenticeship Full-time hybrid learning</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>				
Notional learning hours	Activity	Hours	On Job	Off Job	Notes
	Lectures/Workshops	12		X	2 full day interactive online lectures within 7 week period
	Tutorials	10		X	Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.
	Support	30		X	121; email; additional support; guidance
	Self-directed Learning	55		X	Self-directed study
	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	20		X	Off the job assessment activity
	Assessment	18	X		On the job assessment activity
	Total	200			Over 7 weeks

2. Rationale for the module and its links with other modules

This module explores decision making and problem solving models and theories to enable effective decisions to be made within a business setting. Students will analyse complex data to draw sensible conclusions and improve professional performance.

This module introduces decision making philosophies to develop a foundation of understanding in preparation for levels 5 and 6 of the programme.

3. Aims of the module

This module aims to develop understanding of problem solving and decision making models and support an evaluation of a range of data to make effective and sensible decisions. This module aims to empower students to demonstrate and reflect critically on ethical approaches in decision making.

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

- (1) Evaluate problem solving and decision making models and techniques
- (2) Assess complex data to draw conclusions
- (3) Evaluate the values, governance and ethics within own organisation relating to decision making
- (4) Demonstrate ethical approaches to problem solving and decision making

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>A1: Evaluate problem solving and decision-making models and techniques</p>	A1	<p>A1. Learning and teaching strategies will include lectures to introduce a range of models and techniques.</p> <p>Students will identify the extent to which their own workplace decision making is aligned with the principles applied and engage in reflective practise regarding those aspects that might be improved. Formative feedback will aim to reinforce learning and challenge potential misconceptions.</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module students will be expected to:</i></p> <p>B1: Assess complex data to draw conclusions</p>	B3	<p>B1. A case study will be introduced, requiring students to analyse both qualitative and quantitative data, and to demonstrate effective analytical skills in judging the reliability, validity and significance of evidence. Students will present their findings to their peer group, justifying their conclusions in response to challenge.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C1: Evaluate the values, governance and ethics within own organisation relating to decision making</p> <p>C2: Demonstrate ethical approaches to problem solving and decision making</p>	<p>C3</p> <p>C3</p>	<p>C1. Students will conduct independent research into practice within their own workplace, gathering data relating to formal policies and informal practice.</p> <p>Students will access additional relevant content relating to statutory and advisory policies using a flipped learning model, requiring them to access work from an online student management system and conduct further independent research. Content will be critically analysed and applied to the student's own workplace context.</p> <p>Students will engage in reflective practise to assess the extent to which their own workplace is aligned with the principles applied and consider improvements.</p> <p>C2. Students will be asked to read case studies independently and to critically analyse the ethical decision making processes evidenced, summarising their findings which will be discussed with peers in small groups to encourage collaborative learning.</p> <p>Facilitation of discussions and formative feedback will aim to reinforce learning and challenge potential misconceptions</p>

8. Indicative content.

Introduction to decision making and problem solving

Critical thinking and its benefits

Creative problem solving

Understanding different types of information

Problem solving tools

Idea generation

Cost-benefit analysis

Ethical decision making

Ethical issues and dilemmas

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Formative assessment: Tutorial exercises Summative assessment: Report, Reflective Reviews, Portfolio Evidence				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Written report evaluating different problem solving and decision making models. Word count: 2000 Format: Microsoft Word	100%	7	% marked and graded	A1 B1
Work-based assessment: Reflective review (1) on own experience of decision making and the communication of these decisions. Reflective review (2) on how decisions made have related to own organisation's values, governance and ethics. Word count: 500 words for each review Format: Microsoft Word	Threshold	7	Pass/Fail	C1
Work-based assessment: Portfolio evidence - peer feedback and work product evidence. Word count: Not applicable Format: Suitable to evidence	Threshold	7	Pass/Fail	C2

10. Teaching staff associated with the module
Name and contact details
Gareth James: gareth.james@ucq.ac.uk
Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
**Adair, J.	2019	<i>Decision Making and Problem Solving</i> . 4th edn.	Kogan Page	Harlow, United Kingdom
*Freeman, R. E. and Auster, E. R.	2015	Bridging the Values Gap : How Authentic Organizations Bring Values to Life.	Berrett-Koehler Publishers	Oakland, CA
Johnson, C.E.	2019	Meeting the ethical challenges of leadership: Casting light or shadow	Sage Publications	
*Maclauchlan, K.	2019	10 Ways to Solve Problems	HALICO	Japan
**Shannon, C.	2021	Collaborative Problem Solving. 1st edn	Taylor and Francis	
*Thompson, L.J.	2009	The Moral Compass: Leadership for a Free World	Information Age Publishing	Charlotte, N.C
*Vanden Heuvel, L. N.	2008	Root Cause Analysis Handbook : A Guide to Efficient and Effective Incident Investigation	Rothstein Publishing	Brookfield, Conn
*Available via Management Direct				
** Available via Perlego				

12. Other indicative texts (e.g. websites)
Chartered Management Institute Management Direct: https://members.md.cmi.org.uk
Online learning resource which provides: <ul style="list-style-type: none"> • Leader videos; experts talking about overcoming real-life management challenges • Content designed to meet different learning styles • Search results organised into bite-size learning • Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders • Continued Professional Development recording

The following Academic Journals may also be useful throughout this programme:

*British Journal of Management

Publishes articles from the full range of business and management disciplines and combines scholarly merit with readability.

*Human Relations

Interdisciplinary, original articles in psychology, sociology, anthropology, politics and economics on issues in the workplace, home and community for professional social scientists.

*Human Resource Management Journal

Business and human resource strategy design of organizations; work and jobs; recruitment and selection; performance appraisal; training and development; and management and trade union relations.

*Journal of Behavioural Decision Making

Interdisciplinary, original articles in psychology, sociology, anthropology, politics and economics on issues in the workplace, home and community for professional social scientists.

*Journal of Business and Management

Provides a forum for the dissemination of theory and research in all areas of business, management, and organizational decisions which would be of interest to academics and practitioners

*Journal of Business Strategies

Analyses of current business problems & issues of interest to business decision makers & academicians. From all business disciplines including marketing, finance, accounting, economics, & all areas of management.

*Journal of Organizational Behavior

Research, theory and review in industrial/organizational psychology and organizational behavior fields including motivation, work performance, job design, occupational stress, personnel selection, organizational structure and managerial behavior.

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13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

Module Specification

1. Factual information					
Module title	Management in Practice: Developing Self and Others				
Module code	1.6				
Module tutor		Level	4		
Module type	Taught	Credit value	20		
Modes of delivery	<p>Apprenticeship</p> <p>Full-time hybrid learning</p> <p><i>This module will be delivered through a hybrid learning approach via online interactive learning with some limited face-to-face engagement. The frequency of face-to-face engagement will depend on individual cohort need and will be agreed upon prior to programme start. The online interactive learning will include group online sessions and small online group tutorials with the Module Lead, self-study activities and group and individual online sessions with the Professional Development Assessor. Workplace visits will take place where appropriate, where the employer has granted consent.</i></p>				
Notional learning hours	Activity	Hours	On Job	Off Job	Notes
	Lectures/Workshops	12		X	2 full day interactive online lectures within 7 week period
	Tutorials	10		X	Interactive online tutorials are undertaken with the PDA and Module Leads throughout the 7 weeks.
	Support	30		X	121; email; additional support; guidance
	Self-directed Learning	55		X	Self-directed study
	Work-based study	55	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	20		X	Off the job assessment activity
	Assessment	18	X		On the job assessment activity
	Total	200			Over 7 weeks

2. Rationale for the module and its links with other modules

This module explores the practical skills and competencies required as a leader and manager. Students will be given the opportunity to develop their management competencies through practical activities and reflection on performance.

This module is the first of three professional practice modules within the programme.

3. Aims of the module

This module aims to develop understanding of a student's own learning, management and leadership styles, enable demonstration of the skills required of a higher education student and develop a foundation of performance in line with the CMI Professional Standards for Chartered Managers.

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

- (1) Assess own learning, management and leadership styles and recommend areas for improvement
- (2) Evaluate goal setting theories/models and time management techniques relevant to own organisation
- (3) Demonstrate the skills required of a higher education student
- (4) Demonstrate management skills across a work-related project

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

Yes

6. Are there any PSRB requirements regarding the module?

No

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>B1: Evaluate goal setting theories/models and time management techniques relevant to own organisation</p>	<p>B2</p>	<p>B1. Students will be introduced to goal setting theories/models and time management techniques relevant for contemporary organisations and professional practice.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks with the explicit linking of theory to practice. Students will engage in self-managed and supported critical reflection, analysis and evaluation of approaches to goal setting and time management within their own organisation.</p>
C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>C1: Assess own learning, management and leadership styles and recommend areas for improvement</p> <p>C2: Demonstrate management skills across a work-related project</p>	<p>C1</p> <p>C2</p>	<p>C1. Students will be introduced to, and review the ideas and concepts of, learning styles and management and leadership styles. With a specific emphasis on the CMI framework and associated professional accreditation.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks with the explicit linking of</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>theory to practice. Students will be supported in the skills of critical reflection, analysis and evaluation of their own learning style, management and leadership style and recommended areas for improvement through a portfolio of evidence. Consolidation and synthesis of relevant knowledge from all parts of the programme undertaken so far is expected.</p> <p>C2. Students will be encouraged to critically reflect on their professional performance, challenges and issues within work-related projects and the skills development they require to perform at an optimal level.</p> <p>The learning and teaching strategy involves students being supported in the skills of critical reflection, analysis and evaluation of their own professional performance, their understanding and recognition of the key features of work-related projects. This will be evidenced through a portfolio demonstrating the development of their management skills. Consolidation and synthesis of relevant knowledge from all parts of the programme undertaken so far is expected.</p>

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, students will be expected to:</i></p> <p>D1: Demonstrate the skills required of a higher education student</p>	<p>D1, D3</p>	<p>D1. Students will gain a systematic understanding of the academic Literature Review process which they will be able to demonstrate through the production of a Literature Review on a contemporary management subject that incorporates evidence of analysis and evaluation of a range of appropriate academic sources. Students will also be introduced to the concept of critical analytical thinking and a basic critical thinking model.</p> <p>The learning and teaching strategy involves tutor led learning including on and off-line, self and group managed tasks, with a particular emphasis on digital literacy. The main Literature Review techniques will be introduced, with students undertaking real-time small group discussions, group feedback and analysis. Self-managed formative tasks will be undertaken to explore and embed specific features of the Literature Review process. Formative tutorials support students research progress and assignment preparation.</p>

8. Indicative content.

Understanding the purpose of a literature review

Understand the process of compiling a literature review

Understanding Academic Publishing

Literature review structure

Planning a Literature Review

Using and evaluating online search tools e.g. Google Scholar, CORE, etc

Evaluating digital scholarly sources e.g. ResearchGate

Using digital research management platforms e.g. Mendeley

Critical Thinking Model

Critical Analytical Reading

Critical Analytical Writing

The CMI and Professional Accreditation

Personal development plans

Goal Setting Theory

SMART objectives

Time Management

Professional practice

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

Formative assessment: Tutorial exercises

Summative assessment: Literature Review, Knowledge Questions, Portfolio Evidence

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
<p>Academic assessment: Literature review based on a contemporary management issue. Word count: 1200 Format: Microsoft Word</p>	100%	7	% marked and graded	D1
<p>Work-based assessment: Knowledge questions relating to goal setting theory and time management Word count: Not applicable Format: Microsoft Word</p>	Threshold	7	Pass/Fail	B1
<p>Work-based assessment: Portfolio evidence - Personal Development Plan, Performance Review and Digital CPD Journal Word count: Not applicable Format: Suitable to evidence</p>	Threshold	7	Pass/Fail	C1 C2

10. Teaching staff associated with the module

Name and contact details

Andy Price: andy.price@ucq.ac.uk

Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list				
Author	Year	Title	Publisher	Location
**Bolton, G. and Delderfield, R.	2018	Reflective Practice Writing and Professional Development	SAGE	New York
**Drew, S. and Bingham, R.	2017	The Guide to Learning and Study Skills For Higher Education and at Work	Taylor and Francis.	Abingdon, Oxford
**Edwin, A. L. and Latham, G. P.	2013	New Developments in Goal Setting and Task Performance	Taylor and Francis	Oxford
**Epstein, R.L. and Rooney, M	2018	Critical Thinking 5th edition	Advanced Reasoning Forum	Socorro
**Forsyth, P.	2019	Successful Time Management. 5th edition.	Kogan Page	London
**Giltrow , J. Gooding , R. and Burgoyne , D.	2021	Academic Writing: An Introduction - Fourth edition	Broadview	Ontario
**Harris, D.	2019	Literature Review and Research Design	Routledge	Oxfordshire, England
**Available via Perlego				

12. Other indicative texts (e.g. websites)
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Online learning resource which provides: <ul style="list-style-type: none"> • Leader videos; experts talking about overcoming real-life management challenges • Content designed to meet different learning styles • Search results organised into bite-size learning • Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders • Continued Professional Development recording

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