

## Module Specification

1. Factual information					
<b>Module title</b>	Managing People				
<b>Module code</b>	2.1				
<b>Module tutor</b>		<b>Level</b>	5		
<b>Module type</b>	Taught	<b>Credit value</b>	20		
<b>Modes of delivery</b>	<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>				
<b>Notional learning hours</b>	<b>Activity</b>	<b>Hours</b>	<b>On Job</b>	<b>Off Job</b>	<b>Notes</b>
	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 gives students the opportunity to understand how to recruit, manage, develop, engage and retain people using various talent management approaches. The module will support students to understand how to manage team and individual performance.

This module builds on management philosophies explored during the Stage 1: Leadership module.

**3. Aims of the module**

This module aims to develop understanding of talent management (including recruitment and selection) and its impact on organisational performance. This module aims to enable students to demonstrate team building, motivation, delegation and performance management skills required to effectively manage a team.

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

- (1) Analyse talent management practice in organisations
- (2) Evaluate talent management practice in organisations
- (3) Demonstrate team building skills to develop and motivate team members
- (4) Demonstrate a range of management competencies to manage and monitor individual and team performance

**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><b>A1:</b> Analyse talent management practice in organisations</p>	<p><b>A3</b></p>	<p>A1. Students will gain a systematic understanding of talent management as a whole and understand that it includes attraction, recruitment, selection, engagement, deployment, retention and development and how these different 'stages' are managed and to question to what extent they are part of a planned strategy. Students will investigate talent management practices in their own organisations and other organisations and be able to compare and contrast different approaches. Students will be introduced to legislation relating to HR talent management practices.</p> <p>Learning and teaching strategies will involve guided learning through taught sessions to introduce material, independent reading and research and small group discussion. Students will be supported to set up independent discussions within their own organisations and to share findings back in the taught sessions in small groups to facilitate collaborative peer learning deepening understanding through encouraging them to question and challenge different approaches and practices. Students will also be helped to read and study independently through guided reading and specified online sites to deepen and consolidate</p>

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		their learning.

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><b>B1:</b> Evaluate talent management practice in organisations</p>	<p><b>B1</b></p>	<p>B1. Students will analyse findings from their own organisations against practice elsewhere to evaluate strengths and challenges of different approaches and to consider lived work experiences alongside literature and how each can illuminate the other.</p> <p>Students will develop skills and confidence in comparing results and making informed recommendations for change within their own organisations which can be backed up with reasoning and evidence.</p> <p>Learning and teaching strategies will include independent research and analysis, group discussions and small group and 1:1 tutorials to practice presenting and justifying findings and recommendations and to challenge thinking and decisions made. There will be shared learning through facilitated discussion in group tutorials and self and peer reflection will contribute to</p>

<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
		learning.

<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, students will be expected to:</i></p> <p><b>C1:</b> Demonstrate team building skills to develop and motivate team members</p>	<p><b>C1</b></p>	<p>C1. Students will develop planning and organisational skills through executing a team building activity for a defined purpose and group of people (face to face or remote).</p> <p>Students will develop skills in reflection and judgement by considering what worked well and what could have been done differently in their team building activity. Students will also develop skills in thinking about team members as individuals and understanding individual difference, drivers and motivators.</p> <p>These skills will help them consider individual difference and preference in their future roles as a manager/leader and enable them to think about how to get the best out of each individual member of their team and different ways to provide support and development.</p> <p>Teaching and learning strategies will include taught sessions, group discussions.</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>Independent work and 1:1 tutorials to explore team and motivational theories and activities to address a team issue or situation resulting in the independent planning and organising of a team activity. Shared learning will be encouraged. Support, guided reflection and ongoing feedback will be provided by the Module Tutor and Professional Development Assessor. Additionally independent study will be undertaken to include reading around topic areas and guided learning activities to encourage learning and personal development through reflection.</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><b>D1:</b> Demonstrate a range of management competencies to manage and monitor individual and team performance</p>	<p><b>D1</b></p>	<p>D1. Students will explore what makes teams, teams, and reflect and demonstrate good team practices and recognise contributory factors to positive experiences. Students will reflect on remote team working and understand the differences, benefits and challenges of working with and managing remote teams.</p> <p>Students will have the opportunity to develop a range of communication skills, develop digital</p>

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
		<p>literacy skills, develop skills in engaging others and skills in reflective practice throughout facilitated group discussions, and through their presentation and reflective review. Their management competencies will be demonstrated via a portfolio of evidence.</p> <p>Teaching and learning strategies are clearly structured to include regular weekly contact with students but with flexibility and opportunities for 1:1 tutorials and support. Teaching and learning strategies will include taught sessions, independent reading and research and small group work and tutorials to facilitate discussion and shared learning, bridging theory with practice, and practice with theory. Active participation in group sessions and learning from each other will be encouraged. Tutorial sessions and 1:1 support will allow for formative feedback before each summative assessment.</p>

## **8. Indicative content.**

Understanding of Talent Management (to include Recruitment and Selection)

Understanding how own organisation plans and manages Talent Management

Analysis of best practice in Talent Management

Competency Frameworks

Awareness of legislation around Recruitment and Selection

Differences and similarities of Groups vs Teams

Team models: Team Roles – Belbin, Team Formation – Tuckman, Barriers to effective team building – Lencioni

Managing remote teams

Motivation theories: content process, X&Y, expectancy

Delegation

Reflection of key learnings

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
<b>Assessment Strategy:</b> Formative assessment: Tutorial exercises Summative assessment: Presentation, Reflective Review, Portfolio Evidence				
Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
<b>Academic assessment:</b> Presentation supported with notes on talent management. <b>Time limit:</b> 10 minutes with additional 5 minutes for questions <b>Word count:</b> Supporting notes – 1500 words <b>Format:</b> Presentation via MS Teams using PowerPoint (or another suitable visual) with supporting notes	100%	7	% marked and graded	A1 B1
<b>Work-based assessment:</b> Reflective review demonstrating team building skills used to develop and motivate team members. <b>Word count:</b> 750 <b>Format:</b> Microsoft Word	Threshold	7	Pass/Fail	C1
<b>Work-based assessment:</b> Portfolio evidence - observation report and peer feedback. <b>Word count:</b> Not applicable <b>Format:</b> Suitable to evidence	Threshold	7	Pass/Fail	D1

10. Teaching staff associated with the module
Name and contact details
Libby Hampson: <a href="mailto:libby.hampson@ucq.ac.uk">libby.hampson@ucq.ac.uk</a>
Colleen Henderson: <a href="mailto:colleen.henderson@ucq.ac.uk">colleen.henderson@ucq.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
**Amos, S.	2020	Successful Recruitment. Digital edn.	Business Expert Press.	New York
**Arnold, J. <i>et al.</i>	2020	Work Psychology. 7th edn.	Pearson.	Harlow
**Armstrong, M. and Taylor, S.	2020	Armstrong's Handbook of Human Resource Management Practice. 15th edn	Kogan Page	London
**Bratton, J.	2021	Work and Organisational Behaviour. 4th edn.	Red Globe Press	London
**Buchanan, D. and Huczynski, A.	2019	Organizational Behaviour. 10th edn.	Pearson	Harlow
*Dlugos, K. and Keller, J.	2021	Turned Down and Taking Off? Rejection and Turnover in Internal Talent Markets	Academy of Management Journal, 64(1), pp. 63–85	
*FATOL, D & DRAGHICI, A	2020	Managing Talent in the Times of Crisis	Review of General Management, vol. 31, no. 1, pp. 78–91	
**Frost, S. and Kalman, D.	2016	Inclusive Talent Management	Kogan Page	London
*Gallardo-Gallardo, E., Thunnissen, M. and Scullion, H.	2020	Talent management: context matters	International Journal of Human Resource Management, 31(4), pp. 457–473	
**Greene, R.	2020	Strategic Talent Management	Taylor and Francis.	New York
*Guthridge, M. and Lawson, E.	2008	Divide and survive	People Management, 14(19), pp. 40–44	
*Harsch, K. and Festing, M.	2020	Dynamic talent management capabilities and organizational agility—A qualitative exploration	Human Resource Management, 59(1), pp. 43–61	
*Kravariti, F. and Johnston, K.	2020	Talent management: a critical literature review and research agenda for public sector human	Public Management Review, 22(1), pp. 75–95	

11. Key reading list				
Author	Year	Title	Publisher	Location
		resource management		
*Linos, E.	2018	More Than Public Service: A Field Experiment on Job Advertisements and Diversity in the Police	Journal of Public Administration Research & Theory, 28(1), pp. 67–85.	
*Meyers, MC, van Woerkom, M, Paauwe, J & Dries, N.	2020	HR managers' talent philosophies: prevalence and relationships with perceived talent management practices	International Journal of Human Resource Management, vol. 31, no. 4, pp. 562–588	
**Mullins, L.	2016	Management and Organisational Behaviour 11th edn	Pearson	Harlow
**Neeley, T.	2021	Remote Work Revolution. Digital edn	HarperCollins	New York
**Picardi, C.	2019	Recruitment and Selection	SAGE Publications	Thousand Oaks
*PUNDMANN, S & AINA, S	2020	THE EVOLUTION OF TALENT MANAGEMENT: As the organization evolves, so, too, should internal audit's acquisition and retention strategies	Internal Auditor, vol. 77, no. 1, pp. 60–61	
**Sale, J.	2020	Mapping Motivation for Top Performing Teams	Taylor and Francis	Abingdon
*Shet, S. V.	2020	Strategic talent management – contemporary issues in international context	Human Resource Development International, 23(1), pp. 98–102	
**Taylor, S.	2018	Resourcing and Talent Management. 7th edn.	Kogan Page	London
**Torrington, D. <i>et al.</i>	2020	Human Resource Management, 11th edn	Pearson	Harlow
*Available via Management Direct				

### 11. Key reading list

Author	Year	Title	Publisher	Location
** 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:

- 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:

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

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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																																																		
<b>Module title</b>	Finance for Managers																																																	
<b>Module code</b>	2.2																																																	
<b>Module tutor</b>		<b>Level</b>	5																																															
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**2. Rationale for the module and its links with other modules**

This module will provide understanding of the tools and techniques used to monitor and assess financial performance within an organisation. Students will build effective financial management skills within a business setting and also understand how their own organisation contracts for supplies and their procurement process.

**3. Aims of the module**

This module aims to develop understanding of different financial performance assessment measures. It aims to support students to demonstrate effective financial management skills in a selected area of their organisation whilst also understanding how their organisation engages in the contracting and procurement process. The module aims to encourage critical reflection on financial management and the importance of accuracy in the interpretation of financial data.

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

- (1) Evaluate financial management strategies and financial planning tools that can be used by organisations
- (2) Analyse organisational financial data to produce financial reports within a selected area of an organisation
- (3) Demonstrate effective management of budget and accounting activities
- (4) Assess procurement and contracting processes within the commercial context of 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		
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><b>A1:</b> Demonstrate effective management of budget and accounting activities</p>	<p><b>A1</b></p>	<p>A1. The student is required to explain the principles behind budgets and accounting, including an understanding of standard accounting practices. Contextualisation of this knowledge will be through a contrast within the existing practices of the student's organisation. The teaching and learning strategy supports this with the use of an introductory lecture and individualised student study on exemplar materials and the investigation of case studies. Formative assessment is supported through group and individual tutorials and group work activities during the planned lecture session. Summative assessment is carried out through the completion of budgetary tasks as part of the academic report which is then reviewed for competency via an expert witness testimony.</p>

<b>B. Cognitive skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module students will be expected to:</i></p> <p><b>B1:</b> Evaluate financial management strategies and financial planning tools that can be used by organisations</p>	<p><b>B3</b></p>	<p>B1. The student will investigate a range of financial strategies and financial planning tools, analysing and evaluating the effectiveness of these approaches within different organisations and sectors and reflecting on their use within their own organisation. The teaching and learning strategy for this module supports the student through problem-based learning which gives the student the opportunity to identify solutions to problems, rather than lecturer focused solutions. Emphasis is placed on financial ratios and performance indicators. Students will have the opportunity to participate in case study tasks and group work through seminar activities and these will support formative assessment. Support material will be contextualised to mirror the business sector related to the student's organisation.</p>

<b>C. Practical and professional skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, students will be expected to:</i></p> <p><b>C1:</b> Assess procurement and contracting processes within the commercial context of own organisation</p>	<p><b>C3</b></p>	<p>C1. The student will collect and assess current procurement and contracting approaches within their own organisation through the investigation of organisational practice, processes and</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>procedures. The student will discuss key strengths and weaknesses of existing practices and create recommendations for future development. The student will be supported through the teaching and learning strategy using seminar and tutorials, with access to exemplar material and case studies to allow individualised learning. Assessment will be in the form of a reflective review of organisational practice.</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><b>D1:</b> Analyse organisational financial data to produce financial reports within a selected area of an organisation</p>	<p><b>D2</b></p>	<p>D1. The student will create a financial statement that contributes to an understanding of the financial position of an appropriate division within the organisation. The student will analyse data to identify specific trends and anomalies within the financial information provided. The reports will include suitable financial graphs and diagrams. Delivery of the teaching and learning strategy is through introductory lecture, with student investigation of archetype case studies and individualised study on annual reports. This element is delivered through group work seminars and tutorial support ensures formative</p>

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
		assessment of this activity. Support material will be contextualised to mirror the business sector related to the student's organisation.

<b>8. Indicative content.</b>
<p>Introduction to managing finance</p> <p>Types of organisations</p> <p>Financial management</p> <p>Financial accounts</p> <p>Financial documents</p> <p>Financial ratios</p> <p>Procurement and the procurement cycle</p> <p>Budgets</p> <p>Variance</p> <p>Zero budgeting</p> <p>Project appraisal and break even analysis</p> <p>Organisational frameworks</p> <p>Business continuity management</p> <p>Reflection of key learnings</p>

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

<b>Assessment Strategy:</b> Formative assessment: Tutorial exercises Summative assessment: Report, Reflective Review, Portfolio Evidence				
<b>Assessment Task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (Pass / Fail / %)</b>	<b>Module Learning Outcome(s) the assessment task maps to</b>
<b>Academic assessment:</b> Report demonstrating understanding of financial management strategies, financial management tools and analysis of financial data. <b>Word count:</b> 2500 <b>Format:</b> Microsoft Word	100%	7	% marked and graded	A1 B1 D1
<b>Work-based assessment:</b> Reflective review on how the procurement and contracting process is used within own organisation. <b>Word count:</b> 1000 <b>Format:</b> Microsoft Word	Threshold	7	Pass/Fail	C1
<b>Work-based assessment:</b> Portfolio evidence - Expert Witness Testimony <b>Word count:</b> Not applicable <b>Format:</b> Suitable to evidence	Threshold	7	Pass/Fail	A1

**10. Teaching staff associated with the module**

Name and contact details
Kevin Smith: <a href="mailto:kevin.smith@ucq.ac.uk">kevin.smith@ucq.ac.uk</a>
Colleen Henderson: <a href="mailto:colleen.henderson@ucq.ac.uk">colleen.henderson@ucq.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
**Atrill, P. and McLaney, E.	2018	Accounting and finance for non-specialists. 11th ed.	Pearson Education	Harlow, UK
**Bamber, M. and Parry, S.	2020	Accounting and finance for managers. 3rd ed.	Kogan	London
**Cinnamon B. and Helweg-Larsen B.	2010	How to Understand Business Finance	Kogan Page	London
*Damel, P., Le Thi, H. and Peltre, N.	2016	The challenge in managing new financial risks: adopting a heuristic or theoretical approach	Annals of Operations Research, 247(2), 581–598.	
**Guler, A. and Shahzad, U.	2011	Governance in the Business Environment	Emerald Group Publishing Limited	Bingley, UK
**Marsh, C.	2013	Business and Financial Models	Kogan Page	London
*Slattery, D. and Nellis, J.	2011	Rethinking the role of regulation in the aftermath of the global financial crisis: The case of the UK	Panoeconomicus 58 (2011): 407-423.	
**Tiffin, R.	2007	The Finance and Accounting Desktop Guide : Accounting Literacy for the Non-financial Manager	Thorogood Publishing Ltd	London
*Available via Management Direct				
**Available via Perlego				

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

- Continued Professional Development recording

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

## Module Specification

1. Factual information					
<b>Module title</b>	New Technologies				
<b>Module code</b>	2.3				
<b>Module tutor</b>		<b>Level</b>	5		
<b>Module type</b>	Taught	<b>Credit value</b>	20		
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	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 will provide understanding of new technologies available to organisations and their impact on current and future business developments. Students will understand how knowledge management is critical to business survival and will generate ideas for improvements to products and services using innovative approaches.

**3. Aims of the module**

This module aims to develop understanding of current and predicted digital technologies and the benefits of knowledge management to organisations. The module also aims to support students to generate ideas to improve products and services using innovative approaches to problem solving. Students will be supported to reflect critically on concepts surrounding creativity, innovation and digital technologies.

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

- (1) Evaluate the impact of current and predicted future digital technologies on organisations
- (2) Assess innovation and enterprise within own organisation
- (3) Evaluate knowledge management culture within own organisation
- (4) Research creative and innovative improvements to existing products and services based on benchmarking techniques.

**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><b>B1:</b> Evaluate the impact of current and predicted future digital technologies on organisations</p> <p><b>B2:</b> Assess innovation and enterprise within own organisation</p> <p><b>B3:</b> Evaluate knowledge management culture within own organisation</p>	<p><b>B2</b></p> <p><b>B2</b></p> <p><b>B1</b></p>	<p>B1. The student will appraise current modelling of digital technology and contrast this with the existing approaches taken by the student's organisation. Key strengths and weaknesses will be identified, and recommendations will be created on future approaches which may be taken by the student's organisation. The student will be supported through the teaching and learning strategy which will establish current understanding through business case study approaches with exemplar materials. This will be delivered through group tutorials, with presentations to peers. Additional delivery will be through individualised tutorials, which will focus on formative assessment of the student's understanding and knowledge. Support material will be contextualised to mirror the business sector related to the student's organisation.</p> <p>B2. Students will consider the level of innovation and enterprise within their own organisation, through the development of standards to consider how innovation is managed and measured within the organisation. The teaching and learning strategy will support student understanding through work based learning activities, focusing upon the students</p>

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>understanding of their own organisation. This is further supported by group led discussions, targeted at defining and amplifying definitions of innovation and enterprise. This will then be contrasted with case study examples to allow student comparisons with illustrations from their own organisation. Seminar activity with focused debate will consider key innovations within new technologies and formative assessment will take place through group feedback.</p> <p>B3. The student will explore the key attributes of knowledge management within the context of new technologies and consider exemplar case studies as a framework to the investigation of this theme within their own organisation. The student will establish key strengths and weaknesses of approaches taken by the organisational to knowledge management and make appropriate recommendations. The student will be supported in this module through focus led group discussions, with individualised study on best practice approaches. Formative assessment will take place through the tutorial programme and feedback on group activities.</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><b>C1:</b> Research creative and innovative improvements to existing products and services based on benchmarking techniques</p>	<p><b>C2</b></p>	<p>C1. The student will be required to conduct an audit of existing technology assets within their organisation and create recommended organisational responses based upon the audit and current digital practice. The teaching and learning strategy to support the student is delivered through elements of learning outcome B1, which allow the identification of current trends within digital technology and is further aided through individualised tutorials and sessions with the Professional Development Assessor. Students will research and gather evidence, providing a demonstration of how their evidence can improve existing products or services using creative and innovative techniques.</p>

## **8. Indicative content.**

Emerging technology

Disruptive innovation

Diffusion of technology

Digital transformation

Knowledge management

Business enhancement

Productivity

Barriers to adoption

Collaboration and open innovation

Stage gate and design thinking

Communities of practice and organisational improvement

Reflection of key learnings

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

<b>Assessment Strategy:</b> Formative assessment: Tutorial exercises Summative assessment: Illustrated blog, Reflective Review and Research, Portfolio Evidence				
<b>Assessment Task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (Pass / Fail / %)</b>	<b>Module Learning Outcome(s) the assessment task maps to</b>
<b>Academic assessment:</b> Illustrated blog with data representation evaluating the extent to which own organisation demonstrates the use of current and predicted new technologies and meets the criteria for a learning organisation. <b>Word count:</b> 2500 <b>Format:</b> WordPress or suitable alternative software	100%	7	% marked and graded	B1 B3
<b>Work-based assessment:</b> (1) Reflective review on assessment of innovation and enterprise within own organisation (2) Reflective research on creative and innovative improvements to existing products and services <b>Word count:</b> 750 for each <b>Format:</b> Microsoft Word	Threshold	7	Pass/Fail	B2 C1
<b>Work-based assessment:</b> Portfolio evidence – formal demonstration <b>Word count:</b> Not applicable <b>Format:</b> Suitable to evidence	Threshold	7	Pass/Fail	C1

**10. Teaching staff associated with the module**

Name and contact details

Fiona Urquhart: [fiona.urquhart@ucq.ac.uk](mailto:fiona.urquhart@ucq.ac.uk)

Colleen Henderson: [colleen.henderson@ucq.ac.uk](mailto:colleen.henderson@ucq.ac.uk)

11. Key reading list				
Author	Year	Title	Publisher	Location
**Brown, T.	2009	Change by Design	HarperCollins	
**Christensen, C.	2015	The Innovator's Dilemma	Harvard Business Review Press	
**Drucker, P.	2012	Technology, Management and Society. 1st edn	Taylor and Francis	
**Maheshwari, A.	2019	Digital Transformation. 1st edn	Wiley	
**Pachory, A.	2019	Aligning Technology with Business for Digital Transformation	Business Expert Press	
**Pham, T., Pham, D. and Pham, A.	2018	From Business Strategy to Information Technology Roadmap. 1st edn	Taylor and Francis	
**Review, H. B.	2019	Blockchain	Harvard Business Review Press	
**Whittington, D	2018	Digital Innovation and Entrepreneurship	Cambridge University Press	
**Available via Perlego				

12. Other indicative texts (e.g. websites)
Digital Services: How Are They Different?: Slideshare.net
What is Service triangle or The service marketing triangle?: <a href="https://www.marketing91.com/service-triangle/">https://www.marketing91.com/service-triangle/</a>
New York unveils landmark antitrust bill that makes it easier to sue tech giants: <a href="https://www.theguardian.com/technology/2020/aug/05/antitrust-bill-new-york-easier-to-sue-big-tech">https://www.theguardian.com/technology/2020/aug/05/antitrust-bill-new-york-easier-to-sue-big-tech</a>
MIT Technology Review: <a href="https://www.technologyreview.com/">https://www.technologyreview.com/</a>
Emerging Business Opportunities - Lessons from Big Blue (IBM) :: Bridges-info: <a href="https://bridges-info.webnode.com/services/start-up-ebo-strategy/emerging-business-opportunities-lessons-from-big-blue-ibm/">https://bridges-info.webnode.com/services/start-up-ebo-strategy/emerging-business-opportunities-lessons-from-big-blue-ibm/</a>

Building a Learning Organization – Harvard Business Review: <https://hbr.org/1993/07/building-a-learning-organization>

Learning Organisation: <http://learningorganisation.org.uk/>

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

## Module Specification

1. Factual information					
<b>Module title</b>	Digital Business				
<b>Module code</b>	2.4				
<b>Module tutor</b>		<b>Level</b>	5		
<b>Module type</b>	Taught	<b>Credit value</b>	20		
<b>Modes of delivery</b>	<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>				
<b>Notional learning hours</b>	<b>Activity</b>	<b>Hours</b>	<b>On Job</b>	<b>Off Job</b>	<b>Notes</b>
	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 provides understanding of future and predicted trends relevant to digital business and their place within the changing business landscape. Students will understand the complexities of digital business, how it can be used for competitive advantage and how this links to organisational strategy.

**3. Aims of the module**

This module aims to develop understanding of future and predicted digital business trends and how these can link to organisational strategy. The module aims to support students to recommend improvements and create digital business solutions relevant to their own organisation.

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

- (1) Critically evaluate digital technologies and strategies used in organisations
- (2) Analyse the links between digital business and organisational strategy
- (3) Research digital technologies improvements within own organisation
- (4) Create a digital business solution linked to organisational strategy based on identified improvements

**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><b>B1:</b> Critically evaluate digital technologies and strategies used in organisations</p> <p><b>B2:</b> Analyse the links between digital business and organisational strategy</p>	<p><b>B2</b></p> <p><b>B2</b></p>	<p>B1. The student will review a series of digital technologies and strategies by organisations within a range of differing sectors. Students will be required to consider the development of these technologies and reflect upon best practice cases to evaluate progress and improvement. The teaching and learning strategy supports students through flipped activity where students can access learning materials (AV and academic articles) and direct contact time supports in-depth exploration of knowledge and direct questioning to ensure any inaccuracies in the student's understanding are questioned and revised.</p> <p>B2. The student will consider how digital business can develop and the impact that this can have upon organisational strategy and goals. Students are required to analyse this influence within a range of examples and justify recommendations. The teaching and learning strategy for delivery of this module is centred on flipped learning, where supporting material is provided prior to seminars and the students are required to prepare a discussion paper on the linkages identified within their individualised research. Formative assessment is through</p>

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		group feedback within the seminar and through on-going tutorial support. Support material is contextualised to mirror the business sector related to the student's organisation.

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><b>C1:</b> Research digital technologies improvements within own organisation</p>	<b>C2</b>	<p>C1. Through reflective practice, the student will identify the current position of their organisation regarding the use and application of digital technology and assess opportunities for future development and progress. Recommendations are contrast against best practice examples to demonstrate credence. Students are assisted in developing independent research into an examination of current digital technology practices within their organisation and consideration of supporting case studies. An additional element to this teaching and learning strategy is the use of targeted tutorials to ensure accurate understanding of knowledge.</p> <p>The teaching and learning strategy supports students through flipped activity where students can access learning materials and direct contact time with the Professional Development</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Assessor supports in-depth exploration of knowledge and direct questioning to ensure any inaccuracies in the student's understanding are questioned and revised. Formative assessment is through group feedback within the seminar and through on-going tutorial support. Support material is contextualised to mirror the business sector related to the student's organisation.

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><b>D1:</b> Create a digital business solution linked to organisational strategy based on identified improvements</p>	<p><b>D2</b></p>	<p>D1. The student is required to identify an organisational issue which involves a digital business solution to improve the position. The student provides an overview and alternative solutions and relates this to the organisational strategy and goals. The delivery of this teaching and learning strategy is through introductory lecture and group work, which supports the sharing of ideas, approaches and knowledge within this subject area. Support material includes contextualised case studies, within the business sector of the student's organisation. On-going support and formative assessment are conducted through the tutorial programme. Assessment of this outcome focuses on the creation of an electronic poster, which assists in the development of IT and communication skills.</p>

## **8. Indicative content.**

Introduction to digital business

Innovation

Artificial intelligence

Machine learning

Digital business within own organisation

Strategy that drives digital transformation

Stages of digital transformation

Barriers to digital transformation

Developing digital strategy

Developing digital innovative solutions

Digital projects

Impact of technology

Metrics

Digital trends

Digital leadership

Knowledge management

Benchmarking data and analysis

Reflection of key learnings

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

<b>Assessment Strategy:</b> Formative assessment: Tutorial exercises Summative assessment: Presentation with supporting electronic poster, Reflective Review, Portfolio Evidence				
<b>Assessment Task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (Pass / Fail / %)</b>	<b>Module Learning Outcome(s) the assessment task maps to</b>
<b>Academic assessment:</b> Presentation supported by an electronic academic poster with embedded multi-media on a digital business solution. <b>Time limit:</b> 10 minutes with additional 5 minutes for questions <b>Format:</b> Presentation via MS Teams with supporting electronic poster	100%	7	% marked and graded	B1 B2 D1
<b>Work-based assessment:</b> Reflective review on recommended improvements based on digital business research <b>Word count:</b> 1000 <b>Format:</b> Microsoft Word	Threshold	7	Pass/Fail	C1
<b>Work-based assessment:</b> Portfolio evidence – Expert witness testimony <b>Word count:</b> Not applicable <b>Format:</b> Suitable to evidence	Threshold	7	Pass/Fail	B2

**10. Teaching staff associated with the module**

Name and contact details
Kevin Smith: <a href="mailto:kevin.smith@ucq.ac.uk">kevin.smith@ucq.ac.uk</a>
Colleen Henderson: <a href="mailto:colleen.henderson@ucq.ac.uk">colleen.henderson@ucq.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
*Bharadwaj, A., El Sawy, O.A., Pavlou, P.A and Venkatraman, N.	2013	Digital Business Strategy: Toward a Next Generation of Insights	MIS Quarterly, 37, (2), 471–482	Harlow, United Kingdom
*Linde, L. et al.	2021	Evaluation of Digital Business Model Opportunities: A Framework for Avoiding Digitalization Traps	Research Technology Management, 64 (1), 43–53	
*Park, Y. and Mithas, S.	2020	Organized Complexity of Digital Business Strategy: A Configurational Perspective	MIS Quarterly, 44 (1), 85–127	
**Rowles, D. and Brown, T.	2017	Building Digital Culture : A Practical Guide to Successful Digital Transformation	Kogan Page	London
**Solomon, M., Askegaard, S., Hogg, M. and Bamossy. Gary J.	2019	Consumer behaviour. 1st ed.	Pearson	Harlow
*Steininger, D. M.	2019	Linking information systems and entrepreneurship: A review and agenda for IT-associated and digital entrepreneurship research	Information Systems Journal, 29 (2), 363–407	
**Van der Merwe, L. and Wolfson, G.	2019	Learning in a Disruptive Age : Digital Strategies and Insights	KR Publishing	Randburg
**Worthington, I., Britton, C. and Thompson, E.	2018	The business environment. 8th ed.	Pearson	Harlow
*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:

- 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					
<b>Module title</b>	Stakeholder Relationship Development				
<b>Module code</b>	2.5				
<b>Module tutor</b>		<b>Level</b>	5		
<b>Module type</b>	Taught	<b>Credit value</b>	20		
<b>Modes of delivery</b>	<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>				
<b>Notional learning hours</b>	<b>Activity</b>	<b>Hours</b>	<b>On Job</b>	<b>Off Job</b>	<b>Notes</b>
	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 will provide knowledge and skills to improve and develop relationships with key stakeholders, including those of different cultures, backgrounds and levels within their organisation. Students will learn about strategies for negotiation, influencing and managing conflict, and understand effective supplier engagement and management.

This module introduces students to stakeholder analysis which will feed into the evaluation of corporate strategy which is explored further in the Stage 3 Strategy and Change module.

## 3. Aims of the module

This module aims to develop understanding of stakeholder management and engagement and cross-functional working and networking. The module also aims to support students to demonstrate collaborative working with a range of internal and external stakeholders. Students will also be supported to reflect critically on negotiation and conflict resolution techniques.

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

- (1) Evaluate the principles of stakeholder management, customer engagement and supplier engagement used in organisations
- (2) Assess the benefits and challenges of cross-functional working and identify areas for improvement
- (3) Demonstrate building rapport and trust through developing and maintaining networks and relationships with a range of people from diverse backgrounds
- (4) Demonstrate collaborative working with internal and external stakeholders using negotiation and conflict resolution techniques.

## 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><b>A1:</b> Evaluate the principles of stakeholder management, customer engagement and supplier engagement used in organisations</p>	<p><b>A2</b></p>	<p>A1. Students will gain an understanding of stakeholders and the importance of stakeholder management and be able to identify stakeholders in their own organisation. They will learn to identify, classify, assess and prioritise stakeholders and consider the interests and needs of stakeholders and the way in which different stakeholders can affect or be affected by an organisation and its objectives using mapping tools such as the Mendelow Matrix and other models. Students will develop a plan to engage and communicate with stakeholders, in particular customers and suppliers, and to consider ways in which they will be able to monitor and measure their success.</p> <p>Teaching and learning strategies will include guided sessions through facilitated whole group sessions to introduce ideas and models and to help highlight links between theoretical ideas and the student's own organisation and context. Learning from small group discussions and independent work will be shared and discussed with the larger group to share different perspectives and experiences. Independent reading and research into organisational practice will be a key component of this module. Small group tutorials and 1:1 tutor / student</p>

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		sessions will allow for formative feedback.

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><b>B1:</b> Assess the benefits and challenges of cross-functional working and identify areas for improvement</p>	<b>B2</b>	<p>B1. Students will explore cross-functional working in their own organisations and examine the relative benefits and challenges. From their assessment they will evaluate their findings alongside the literature and examples of best practice in order to be able to evaluate and make appropriate recommendations for future improvements within their own organisations.</p> <p>Teaching and learning strategies will include taught material and practical involvement in a guided action-learning discussion to problem solve using the full range of diverse student backgrounds available to demonstrate the value of using alternative perspectives and areas of expertise to work through an issue. Students will research practice within their own organisation and critically assess their findings making justified recommendations for improvement. Students will be encouraged to reflect on the exercise and identify learning from the activity. Students will also be helped to read and study</p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		independently through guided reading and specified online sites to deepen and consolidate their learning. Formative feedback and 1:1 support will be given in individual tutorials.

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><b>C1:</b> Demonstrate building rapport and trust through developing and maintaining networks and relationships with a range of people from diverse backgrounds</p>	<p><b>C1</b></p>	<p>C1. Students will explore different ideas of collaborative working practice, influence and networking and develop practical skills to help them understand and build relationships and rapport with others. Students will reflect on their own preferences and use this to consider how they build rapport and trust in a professional context practically and how their working relationships and networks could be strengthened, maintained and developed.</p> <p>Teaching and learning strategies will include full group taught sessions to introduce material and models and check understanding. Practical activities and discussions will be a key component of whole group sessions. Students will be encouraged to reflect on their practice and experiences in the workplace following witness feedback and collect evidence for their portfolio. Formative support and feedback through 1:1 tutorials will be provided.</p>

<b>D Key transferable skills</b>	<b>Programme Learning Outcome(s) this maps against</b>	<b>Learning and teaching strategy</b>
<p><i>At the end of the module, students will be expected to:</i></p> <p><b>D1:</b> Demonstrate collaborative working with internal and external stakeholders using negotiation and conflict resolution techniques</p>	<p><b>D1</b></p>	<p>D1. Students will learn and explore negotiation and conflict resolution models to help them understand different approaches and how these can be adapted and used practically in their own workplaces to improve collaborative working relationships with both internal and external stakeholders</p> <p>Teaching and learning strategies will include full group taught sessions to introduce material and theoretical models. Guided reading and web-based resources will be used for independent study activities. Students will use reflective practice to help them recognise and be aware of behaviours in the workplace and to deepen their own learning and development. Formative support and feedback through 1:1 tutorials will be provided.</p>

**8. Indicative content.**

Stakeholder analysis and management  
Customer and supplier engagement  
Cross functional working teams and working  
Influence, persuasion and negotiation  
Building rapport and trust  
Approach to networking  
Cultural awareness and silo avoidance  
Conflict management  
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 Review, Portfolio Evidence

<b>Assessment Task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (Pass / Fail / %)</b>	<b>Module Learning Outcome(s) the assessment task maps to</b>
<p><b>Academic assessment:</b> Report demonstrating understanding of the principles of stakeholder management and engagement and cross-functional working.  <b>Word count:</b> 3000  <b>Format:</b> Microsoft Word</p>	100%	7	% marked and graded	A1 B1
<p><b>Work-based assessment:</b> Reflective review on the use of negotiation and conflict resolution techniques with stakeholders.  <b>Word count:</b> 750  <b>Format:</b> Microsoft Word</p>	Threshold	7	Pass/Fail	D1
<p><b>Work-based assessment:</b> Portfolio evidence – witness statement and work product evidence.  <b>Word count:</b> Not applicable  <b>Format:</b> Suitable to evidence</p>	Threshold	7	Pass/Fail	C1

**10. Teaching staff associated with the module**

Name and contact details

Libby Hampson: [libby.hampson@ucq.ac.uk](mailto:libby.hampson@ucq.ac.uk)

Colleen Henderson: [colleen.henderson@ucq.ac.uk](mailto:colleen.henderson@ucq.ac.uk)

11. Key reading list				
Author	Year	Title	Publisher	Location
**Armstrong, M. and Taylor, S.	2020	Armstrong's Handbook of Human Resource Management Practice. 15th edn.	Kogan Page	London
*Barnett, M. L., Henriques, I. and Husted, B. W.	2020	The Rise And Stall Of Stakeholder Influence: How The Digital Age Limits Social Control	Academy of Management Perspectives, 34(1), pp. 48–64	
*Beer, M, Boselie, P and Brewster, C	2015	Back to the future: implications for the field of HRM of the multi-stakeholder perspective proposed 30 years ago	Human Resource Management, 54 (3), pp 427–38	
*Blair, CA & Desplaces, DE	2018	Conflict management through the negotiations canvas, getting participants to understand	Conflict Resolution Quarterly, vol. 36, no. 1, pp. 39–51	
**Bourne, L.	2016	Stakeholder Relationship Management	Routledge	Abingdon
**Bratton, J.	2021	Work and Organisational Behaviour. 4th edn.	Red Globe Press	London
**Braun, R	2019	Corporate Stakeholder Democracy	Central European University Press	Budapest
**Crowther, D. and Seifi, S.	2016	Corporate Responsibility and Stakeholding	Emerald Group Publishing Limited	Bingley
*De Smet, A., Pachtod, D., Relyea, C., & Sternfels, B.	2020	Ready, set, go: Reinventing the organization for speed in the post-COVID-19 era	McKinsey & Company	
**Dumitru, C.	2021	Building Virtual Teams	Routledge	Abingdon
**Eskerod, P. and Jepsen, A. L.	2016	Project Stakeholder Management	Routledge	Abingdon
**Gardner, H.	2016	Smart Collaboration	Harvard Business Review Press	Boston

11. Key reading list				
Author	Year	Title	Publisher	Location
*Hemphill, TA, Kelley, KE & Cullari, F	2021	The ascendancy of stakeholder capitalism: What is its meaning for corporate governance?	Journal of General Management, vol. 46, no. 4, pp. 262–273	
**Holloway, J. and Bryde, D.	2016	A Practical Guide to Dealing with Difficult Stakeholders	Routledge	Abingdon
**Kendrick, T.	2012	Results Without Authority : Controlling a Project When the Team Doesn't Report to You	AMACOM	New York
**Liddle, D.	2017	Managing Conflict	Kogan Page	London
**Lindgreen, A. et al	2018	Engaging With Stakeholders	Routledge	Abingdon
*Mahon, J. F., Heugens, P. P. M. A. R. and McGowan, R. A.	2018	Blending issues and stakeholders: in pursuit of the elusive synergy	Journal of Public Affairs (14723891), 18(3), p. 1.	
**McDaniel, G.	2021	Conflict Management in Healthcare	Koehler Books	Virginia Beach
**Mullins, L.	2016	Management and Organisational Behaviour 11th edn	Pearson	Harlow
**Phillips, R.	2003	Stakeholder Theory and Organizational Ethics	Berrett-Koehler Publishers	San Francisco
**Pirozzi, M.	2019	The Stakeholder Perspective	CRC Press	Boca Raton
*Available via Management Direct				
**Available via Perlego				

## 12. Other indicative texts (e.g. websites)

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Online learning resource which provides:

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- Content designed to meet different learning styles
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- Best practice resources; checklists, document templates and much more; designed for all levels of managers and leaders
- Continued Professional Development recording

CIPD – The professional body for HR and people development: <https://www.cipd.co.uk>

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.

Project Management Institute - <https://www.pmi.org>

\*Available via Management Direct

**13. List of amendments since last (re)validation**

Area amended	Details	Date Central Quality informed

## Module Specification

1. Factual information																																																	
<b>Module title</b>	Management in Practice: Developing Self and Others																																																
<b>Module code</b>	2.6																																																
<b>Module tutor</b>		<b>Level</b>	5																																														
<b>Module type</b>	Taught	<b>Credit value</b>	20																																														
<b>Modes of delivery</b>	<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>																																																
<b>Notional learning hours</b>	<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><b>Total</b></td> <td style="text-align: center;"><b>200</b></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	<b>Total</b>	<b>200</b>			Over 7 weeks
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**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. Students will learn about emotional and social intelligence to improve their performance and be supported to develop commercial acumen and sound judgement competencies.

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

**3. Aims of the module**

This module aims to develop understanding of emotional and social intelligence and their impact on individual performance. The module aims to enable students to reflect on their professional and academic learning journey and demonstrate commercial acumen skills and values of diversity. Students will continue their development of performance in line with the CMI Professional Standards for Chartered Managers.

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

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

**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><b>B1:</b> Evaluate models of emotional and social intelligence</p> <p><b>B2:</b> Assess factors that impact on own, team and organisational performance</p>	<p><b>B2</b></p> <p><b>B1</b></p>	<p>B1. Students will gain a systematic understanding of models of emotional and social intelligence which they will be able to demonstrate through the production of a literature review of at least two models and incorporate evidence of research, critical analysis and evaluation of a range of appropriate academic sources.</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 with group feedback and discussion. Formative tutorials support students research activity and assignment preparation.</p> <p>B2. Students will review, consolidate and synthesise knowledge of theories and models of team and organisational performance which they will be able to demonstrate through the production of a critical reflective review of the factors that have impacted on their own, team and organisational performance.</p>

7. Intended learning outcomes		
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		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 assessing factors that impact on own, team and organisational performance.

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><b>C1:</b> Demonstrate commercial acumen and sound judgement based on new opportunities</p> <p><b>C2:</b> Demonstrate positive impact on own and others performance, respecting the people with whom they work</p>	<p><b>C1</b></p> <p><b>C1</b></p>	<p>C1. Students will critically reflect on their professional performance, challenges and issues with regard to organisational development and entrepreneurship through successful commercial acumen and sound judgement based on new opportunities.</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 issues in delivering a positive commercial return based on sound judgement of new opportunities. This will</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		<p>be evidenced through a portfolio demonstrating the development of their management skills. Consolidation and synthesis of relevant knowledge from all parts of the programme so far is required. Sessions will be held with the Professional Development Assessor to further support evidence gathering.</p> <p>C2. Students will critically reflect on their professional performance, challenges and issues with regard to their own and others performance, with particular emphasis on respect in the work place.</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 issues in delivering a positive impact on own and others performance. 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 so far is required. Sessions will be held with the Professional Development Assessor to further support evidence gathering.</p>

## **8. Indicative content.**

Introducing intelligence

Multiple intelligences

Self-awareness

Fixed and growth mindsets

Emotional intelligence

Social intelligence

CMI Chartered Manager Competence Framework

Learning styles

Time management techniques

Goal setting theories and models

Stress management

Staff wellbeing

Mindfulness

Reflection of key learnings

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

<b>Assessment Strategy:</b> Formative assessment: Tutorial exercises Summative assessment: Literature Review, Reflective Review, Portfolio Evidence				
<b>Assessment Task</b>	<b>Weighting</b>	<b>Week submitted</b>	<b>Grading (Pass / Fail / %)</b>	<b>Module Learning Outcome(s) the assessment task maps to</b>
<b>Academic assessment:</b> Literature review based on models of emotional and social intelligence <b>Word count:</b> 1200 <b>Format:</b> Microsoft Word	100%	7	% marked and graded	B1
<b>Work-based assessment:</b> Reflective review on factors that have impacted on own, team and organisational performance. <b>Word count:</b> 1200 <b>Format:</b> Microsoft Word	Threshold	7	Pass/Fail	B2
<b>Work-based assessment:</b> Portfolio evidence - Personal Development Plan, Performance Review and Digital CPD Journal <b>Word count:</b> Not applicable <b>Format:</b> Suitable to evidence	Threshold	7	Pass/Fail	C1 C2

**10. Teaching staff associated with the module**

<b>Name and contact details</b>
Andy Price: <a href="mailto:andy.price@ucq.ac.uk">andy.price@ucq.ac.uk</a>
Colleen Henderson: <a href="mailto:colleen.henderson@ucq.ac.uk">colleen.henderson@ucq.ac.uk</a>

11. Key reading list				
Author	Year	Title	Publisher	Location
**Chick, G.	2018	Corporate emotional intelligence: Being human in a corporate world	Critical Publishing	St Albans
**Dacre Pool, I., & Qualter, P.	2018	An Introduction to Emotional Intelligence	John Wiley & Son	New York
**Giltrow , J. Gooding , R. and Burgoyne , D.	2021	Academic Writing: An Introduction - Fourth Edition	Broadview	Ontario
**Goleman, D.	2019	The emotionally intelligent leader	Harvard Business Review Press	Boston, Massachusetts
**Goleman, D., Mckee, A., & Achor, S	2018	Everyday emotional intelligence: big ideas and practical advice on how to be human at work	Harvard Business Review Press	Boston, Massachusetts
**Harris, D.	2019	Literature Review and Research Design	Routledge	Oxfordshire, England
**Holder, P.	2021	Discover your emotional intelligence: improve your personal and professional impact	Pearson Business	Harlow
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