Module Specification

1. Factual information

Module title	Strategy and Change
Module code	3.1
Module tutor	

Module tutor		**Level**	6
Module type	Taught	**Credit value**	20

Modes of delivery	Apprenticeship Full-time hybrid learning: *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.*

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 will provide students the knowledge and skills to develop and implement an organisational strategy and manage change effectively within their organisations. Students will also be able to assess key principles of sustainability, workforce development, supply chain management and quality assurance within their own organisation.

Students will be able to utilise their stakeholder analysis skills from the Stage 2 Stakeholder Relationship Development module to effectively evaluate corporate strategy within this module.

3. Aims of the module

This module aims to develop critical understanding of different models and theories of strategy and change, sustainability and risk management within a business setting. The module also aims to support students to assess quality assurance within their own organisation and identify areas for improvement.

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

(1) Evaluate models and theories of strategy formulation, change and risk management used by organisations

(2) Assess key principles of sustainability, workforce development and supply chain management within own organisation

(3) Assess quality assurance within own organisation using theoretical models and industry standards

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**
At the end of the module, students will be expected to: **A1**: Evaluate models and theories of strategy formulation, change and risk management used by organisations	**A1**	A1. Learning and teaching strategies will include lectures to introduce a range of theories and models. Students will be asked to read case studies independently on which to apply the theories and models and to summarise their findings which they will discuss with peers in small groups to encourage collaborative learning. Formative feedback will aim to reinforce learning and challenge potential misconceptions.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module students will be expected to: **B1**: Assess key principles of sustainability, workforce development and supply chain management within own organisation **B2:** Assess quality assurance within own organisation using theoretical models and industry standards	**B3** **B3**	B1. Students will engage with relevant content using a flipped learning model, requiring them to access work from an online student management system. Content will be critically analysed and applied to the student's own workplace context. Students will engage in reflective practise to assess the extent to which their own workplace is aligned with the principles applied. B2. Students will engage with relevant content

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		using a flipped learning model, requiring them to access work from an online student management system. Content will be critically analysed and applied to the student's own workplace context. Students will engage in reflective practise and gather evidence to understand and assess the extent to which their own workplace is aligned with the models and industry standards applied.

8. Indicative content.
Sustainable competitive advantage
Characteristics of strategic decisions
Enabling activities
Stages of strategy formulation
Defining and analysing the environment
Strategic choices
Core competences
Interactive strategies
Cooperative strategies
Deliberate and emergent strategies
Managing change
Change models and theories
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				
Assessment Task	**Weighting**	**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Academic assessment: Report evaluating models and theories of strategy and change. **Word count:** 3000 **Format:** Microsoft Word	100%	7	% marked and graded	A1
Work-based assessment: Reflective review on assessment of principles of sustainability, workforce development and supply chain management. **Word count:** 1000 **Format:** Microsoft Word	Threshold	7	Pass/Fail	B1
Work-based assessment: Portfolio evidence – work product evidence and knowledge questions **Word count:** 200 words for each knowledge question **Format:** Suitable to evidence	Threshold	7	Pass/Fail	B2

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
*Brandenburger, A.	2019	Strategy Needs Creativity	Harvard Business Review Mar/Apr2019, 97 (2): 58-65	
*Chartered Management Institute	2014	Managing Strategy: Your Guide to Getting it Right	Profile Books	London
**Harvard Business Review	2011	HBR's 10 Must Reads on Change Management	Harvard Business Review Press	
**Johnson, G.	2019	Exploring Strategy, Text and Cases, 12th Edition	Pearson	
**Kotter, J.	2012	Leading Change, With a New Preface by the Author	Harvard Business Review Press	
**Mintzberg, H., Ahlstrand, B., & Lampel, J.	2020	Strategy Safari. 2nd edn	Pearson	
*Mintzberg, H.	2007	Tracking Strategies: Towards a General Theory	OUP	Oxford
*Mintzberg, H., and Waters, J.	1985	Of Strategies Deliberate and Emergent	Strategic Management Journal, 6: 257-272	
*Porter, M.	1996	What is Strategy?	Harvard Business Review November/December 1996, 74 (6): 61-78	
*Porter, M.	1997	Competitive Strategy	Measuring Business Excellence, 1 (2): 12-17	
**Rainey, D., and Aruajo, R.	2015	The Pursuit of Sustainability: Creating Business Value through Strategic Leadership, Holistic Perspectives and Exceptional Performance	Information Age Publishing	Charlotte, NC
*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.

Management Decision
Articles and commentary on practical applications, theories applied to real situations in organizations and challenges to received wisdom published for business managers, consultants, teachers and students concerned with general management and strategy.

Strategic Management Journal
Original material concerned with all aspects of strategic management, book reviews, communications, editorial comments and invited papers on practices and developments in strategic management; forum for advancing strategic management theory and practice.

*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	Project Management
Module code	3.2
Module tutor	

		Level	6
Module type	Taught	**Credit value**	20

Modes of delivery	Apprenticeship Full-time hybrid learning *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.*

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 will provide students the knowledge and skills required to manage a project through the planning, design, development and implementation stages. Students will be able to use and evaluate project management tools and apply risk management models to manage projects effectively within their organisation.

This module supports students in preparation for the Stage 3 Management Research Project module.

3. Aims of the module

This module aims to develop critical understanding of project management tools and techniques and risk management models to be able to effectively apply these to a project within a business setting. This module also aims to enable students to reflect critically on implementation plans to encourage the delivery of successful outcomes.

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

(1) Evaluate project management tools and techniques that can be used to deliver successful projects

(2) Assess risk management models that can be applied to a project

(3) Demonstrate the use of a wide range of project management tools during the planning, design, development and implementation of a project

(4) Design and lead a change programme within a specific area of own organisation

(5) Demonstrate effective development, delivery and monitoring of an implementation plan, delivering successful 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**
At the end of the module, students will be expected to: **A1**: Demonstrate the use of a wide range of project management tools during the planning, design, development and implementation of a project	**A2**	A1. Students will gain a conceptual and systematic understanding of a range of project management tools, methodologies and techniques required for the planning, design, development and implementation of a project. relevant to their career and skills development which they will demonstrate via a Project Report. Learning and teaching strategies will include interactive lectures to introduce concepts and methods, relevant case studies, group discussions and feedback gathering and tutor directed self-managed learning. Some group work will take place to encourage collaborative learning and reinforce learning. Formative tutorials support students research activity and assignment preparation.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module students will be expected to: **B1**: Evaluate project management tools and techniques that can be used to deliver successful projects	**B2**	B1. Students will develop an in-depth knowledge of a range of project management methodologies, tools and techniques, on which they will be able to enhance their knowledge and critical cognitive skills, apply and incorporate into

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
B2: Assess risk management models that can be applied to a project	**B2**	their management practices. This will be demonstrated via a Project Report. Learning and teaching strategies will include interactive lectures to introduce concepts and methods, relevant case studies, group discussions and feedback gathering and tutor directed self-managed learning. Some group work will take place to encourage collaborative learning and reinforce learning. Formative tutorials support students research activity and assignment preparation. B2: Students will be introduced to range of risk management models and how risk management relates to effective project management. This will lead to the need to critically assess both quantitative and qualitative risk management models effectively. Students will demonstrate effective analytical skills in judging the suitability and applications of these models within the context of a project via a project report. Learning and teaching strategies will include interactive lectures to risk management models, relevant case studies, group discussions and feedback gathering and tutor directed self-managed learning. Some group work will take place to encourage collaborative learning and

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		reinforce learning. Formative tutorials support students research activity and assignment preparation.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, students will be expected to: **C1**: Design and lead a change programme within a specific area of own organisation	**C1**	C1. Students will work independently to research underpinning academic literature and produce work to a professional standard as part of their Project Report. This will be based on a project / change programme within their own organisation. Students will engage in a range of teaching and learning strategies which require them to access work from an online student management system. Students will need to employ time management skills in order to ensure they complete their work and meet deadlines set, while in many cases juggling a range of personal responsibilities alongside their studies. Formative tutorials support students research activity and assignment preparation.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, students will be expected to: **D1**: Demonstrate effective development, delivery and monitoring of an implementation plan, delivering successful outcomes	**D2, D3**	D1. Students will develop effective project management skills such that they are able to plan, manage and deliver an implementation plan leading to successful outcomes and benefit their own professional development which they will demonstrate via a reflective review. Teaching and learning strategies will include the employment of a range of tools and techniques and discussions about the strategies used. Students will be tasked to read case studies independently and draw conclusions which they will adopt. Throughout the module, students will be encouraged to reflect on their own learning and they will have opportunities to receive feedback through group discussions and 1-2-1 tutorials.

8. Indicative content.

Project planning and design

Change programmes

Project development and deployment

Planning and managing resources

Risks and risk management

Project evaluation

Disaster recovery programming

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 with supporting evidence

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Report on a managed project and the process used to deliver successful project outcomes. **Word count:** 3000 **Format:** Microsoft Word	100%	7	% marked and graded	A1 B1 B2 C1
Work-based assessment: Reflective review with supporting evidence on the development, delivery and monitoring of an implementation plan. **Word count:** 1000 (supporting evidence excluded from word count) **Format:** Suitable to evidence	Threshold	7	Pass/Fail	D1

10. Teaching staff associated with the module
Name and contact details
Zeynel Badak: **zeynel.badak@ucq.ac.uk**
Colleen Henderson: **colleen.henderson@ucq.ac.uk**

11. Key reading list				
Author	Year	Title	Publisher	Location
**Buttrick, R.	2018	The Project Workout: Directing and Managing Business-Led Projects. 1st ed.	Taylor & Francis	London
**Kerzner, H.	2017	Project Management: A Systems Approach to Planning, Scheduling, and Controlling. 12th ed	Wiley	London
**Lock, D.	2018	The Essentials of Project Management 1st ed.	Taylor & Francis	London
**Lock, D.	2020	Project Management. 10th ed.	Taylor & Francis	London
**Newton, R.	2016	Project Management, Step by Step: How to Plan and Manage a Highly Successful Project. 2nd ed.	Pearson	London
**Pinto, J.K.	2019	Project Management: Achieving Competitive Advantage. 5th ed.	Pearson	London
**Wysocki, R.K.	2019	Effective Project Management: Traditional, Agile, Extreme, Hybrid. 8th ed.	Wiley	London
**Available via Perlego				

12. Other indicative texts (e.g. websites)
Articles:

Geraldi, J. and Lechter, T. (2012) Gantt charts revisited: A critical analysis of its roots and implications to the management of projects today. International Journal of Managing Projects in Business. Vol. 5 No. 4, pp. 578-594. DOI: https://doi.org/10.1108/17538371211268889

Seymour, T. and Hussein, S. (2014) The history of project management. International Journal of Management & Information Systems. Vol. 18, No. 4, pp. 233-240. DOI: https://doi.org/10.19030/ijmis.v18i4.8820

Silvius, G. (2017) Sustainability as a new school of thought in project management. Journal of Cleaner Production. Vol. 166, pp 1479-1493, DOI: https://doi.org/10.1016/j.jclepro.2017.08.121

Journals:

International Journal of Managing Projects in Business

International Journal of Project Management

International Journal of Management & Information Systems

Journal of Engineering, Project and Production Management

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	3.3

Module tutor		**Level**	6
Module type	Taught	**Credit value**	20

Modes of delivery	Apprenticeship Full-time hybrid learning *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.*

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. Students will learn about managing team well-being and using creative, innovative and enterprising competencies to improve performance.

This module is the third and final professional practice module within the programme.

3. Aims of the module

This module aims to develop understanding of well-being techniques and be able to apply these to individuals and teams within a business setting. Students will be enabled to review and monitor these techniques to improve individual and business performance. The module also aims to support students to critically reflect on their professional and academic learning journey, evaluating their alignment to organisational values and new ways of working within their management roles. Students will continue their development of performance in line with the CMI Professional Standards for Chartered Managers.

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

Learning Outcome	(1) Review and monitor own and team's personal well-being using a range of tools and techniques
Learning Outcome	(2) Evaluate how own management practice is aligned to own organisation's values
Learning Outcome	(3) Critically assess own and team's creative, innovative and enterprising competencies
Learning Outcome	(4) Evaluate new ways of working, to address the current business challenges, using the latest management models

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**
At the end of the module students will be expected to: **B1**: Evaluate how own management practice is aligned to own organisation's values **B2**: Evaluate new ways of working, to address the current business challenges, using the latest management models	**B3** **B3**	B1. Students will be asked to identify their organisation's key values and appraise their own management practice. They will be required to critically evaluate the alignment of their own day-to-day management practice as a manager or leader to the values of their organisation. The module assumes a heutagogical approach to each of the student's praxis and this is done with a specific reference to the Chartered Management Institute (CMI) Professional Standards. The learning and teaching strategy includes tutor-led learning, which involves on and off-line, self and group managed tasks within the field of personal management practice alignment and combability with the values of the organisation they work in. Students will engage in self-managed activities and will be supported in the skills of critical reflection, analysis and evaluation of new ways of working within their own organisation. The development of these skills is demonstrated through an ongoing e-portfolio of evidence, including a Personal Development Plan and Personal Performance Review.

7. Intended learning outcomes		
B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
		Formative assessment is supported through group and individual tutorials and a summative assessment is carried out through the completion of a marked and graded reflective review, relating to their own professional development as a manager or leader, in which students consolidate and synthesise the relevant competencies in all aspects of their professional practice. B2. Students will be introduced to the latest management models relevant for contemporary organisations and professional management practice. They will be required to critically evaluate the current ways of addressing their organisation's business challenges and appraise the new ways of working suitable to their organisation's needs, which will help their organisation address these challenges in the contemporary post-pandemic context. The module assumes a heutagogical approach to each of the student's praxis and this is done with a specific reference to the Chartered Management Institute (CMI) Professional Standards.

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 (models) to practice. Students will engage in self-managed activities and will be supported in the skills of critical reflection, analysis and evaluation of new ways of working within their own organisation. The development of these skills is demonstrated through an ongoing e-portfolio of evidence, including a Personal Development Plan and Personal Performance Review. Formative assessment is supported through group and individual tutorials and a summative assessment is carried out through the completion of a marked and graded reflective review, relating to their own professional development as a manager or leader, in which students consolidate and synthesise the relevant competencies in all aspects of their professional practice.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, students will be expected to: **C1**: Review and monitor own and team's personal well-being using a range of tools and techniques **C2:** Critically assess own and team's creative, innovative and enterprising competencies	**C2** **C2**	C1. Students will explore a range of tools and techniques involved in reviewing and monitoring their own and their team's well-being, within the business challenges and issues faced by their organisation. Students will be obliged to reflect critically on skill development they and their team require to maintain their and their team's optimal well-being. The module assumes a heutagogical approach to each of the student's praxis and this is done with a specific reference to the Chartered Management Institute (CMI) Professional Standards. The learning and teaching strategy includes tutor-led learning, which involves on and off-line, self and group managed tasks Students will be supported in the skills of critical reflection, analysis and evaluation of their own and their team's well-being. They will be required to demonstrate skills needed to monitor and review their and their team's well-being, and their understanding and recognition of the key tools and techniques they use. The development of these skills is demonstrated through an ongoing e-portfolio of evidence, including a Personal Development Plan and Personal Performance Review.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Formative assessment is supported through group and individual tutorials and a summative assessment is carried out through the completion of a marked and graded reflective review, relating to their own professional development as a manager or leader, in which students consolidate and synthesise the relevant competencies in all aspects of their professional practice. C2. Students will be required to critically reflect on their own and their team's professional creative, innovative and enterprising competencies, withing the challenges and business issues in their organisations. They will be asked to reflect on the skills development they and their team require to improve on the above competencies, in order to meet the business needs of their organisation. The module assumes a heutagogical approach to each of the student's praxis and this is done with a specific reference to the Chartered Management Institute (CMI) Professional Standards. The learning and teaching strategy involves tutor-led learning, including on and off-line, self and group managed tasks. Students being

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		supported in the skills of critical reflection, analysis and assessment of their own professional competencies, and their understanding and recognition of the key competencies of their team, relating to creativity, innovation and enterprise. The development of these competencies is demonstrated through an ongoing e-portfolio of evidence, including a Personal Development Plan and Personal Performance Review.

Formative assessment is supported through group and individual tutorials and a summative assessment is carried out through the completion of a marked and graded reflective review, relating to their own professional development as a manager or leader, in which students consolidate and synthesise the relevant competencies in all aspects of their professional practice. |

8. Indicative content.
Critical self-reflection
Personal well-being tools and techniques
Identification and assessment of new ways of working
Evaluation and alignment with organisational core values
Identification of personal areas for development and assessing Personal Development Plan
Review of own professional practice against CMI Chartered Manager Competence Framework
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: Reflective review supported by Personal Development Plan (PDP)

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Academic assessment: Critical reflection related to own performance throughout the programme, demonstrating new ways of working and linked to contemporary management models. **Word count:** 3000 (PDP not included in word count) **Format:** Microsoft Word	100%	7	% marked and graded	B1 B2 C1 C2

10. Teaching staff associated with the module

Name and contact details
Boris Pajkovic: **boris.pajkovic@ucq.ac.uk**
Colleen Henderson: **colleen.henderson@ucq.ac.uk**

11. Key reading list

Author	Year	Title	Publisher	Location
Andriopoulos, C. and Dawson, P.	2021	Managing Change, Creativity and Innovation. 4th ed.	Sage Publications Ltd	London
Bessant, J.R.	2015	*Innovation and Entrepreneurship.* 3rd ed.	John Wiley & Sons, Inc	Oxford
**Bouchard, B. and Fayolle, A.	2017	Corporate Entrepreneurship	Taylor and Francis	Milton Park
Burns, P.	2020	Corporate Entrepreneurship. 4th ed.	Palgrave Macmillan	Basingstoke
Conway, S.	2009	Managing and Shaping Innovatio	Oxford University Press	Oxford
Cropley, D.	2015	The Psychology of Innovation in Organisations	Cambridge University Press	Cambridge

11. Key reading list				
Author	Year	Title	Publisher	Location
Espinoza, C.	2016	Managing the Millennials: Discover the Core Competencies for Managing Today's Workforce. 2nd ed	John Wiley & Sons, Inc	Oxford
McKeown. M.	2014	The Innovation Book: How to Manage Ideas and Execute Outstanding Results	Financial Times Press	London
**Mumford, M.D.	2019	Creativity and Innovation in Organizations	Taylor and Francis	Milton Park
**Philips, K.E.	2018	Managing the Millennials: The Ultimate Handbook for Productivity, Profitability and Professionalism	Taylor and Francis	Milton Park
**Szczepańska-Woszczyna, K.	2020	Management Theory, Innovation, and Organisation, A Model of Managerial Competencies	Taylor and Francis	Milton Park
**Tidd, J. and Bessant, J.R.	2020	Managing Innovation, Integrating technology, Market and Organizational Change. 7th ed	John Wiley & Sons, Inc	Oxford
**Available via Perlego				

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

Academic Journals

Higher Education, Skills and Work-based Learning, ISSN: 2042-3896, Emerald Publishing and UVAC

The Learning Organization, ISSN: 0969-6474, Emerald Publishing

Work Based Learning e-Journal International, ISSN: 20447868, Middlesex University

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

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

Module Specification

1. Factual information

Module title	Management Research Project
Module code	3.4
Module tutor	

Module tutor		**Level**	6
Module type	Taught	**Credit value**	60

Modes of delivery	Apprenticeship Full-time hybrid learning *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.*

Notional learning hours	Activity	Hours	On Job	Off Job	Notes
	Lectures/Workshops	24		X	4 full day interactive online lectures over the 39 week duration.
	Tutorials	30		X	Interactive online tutorials are undertaken with the PDA and Module Lead over 39 weeks.
	Support	90		X	121; email; additional support; guidance
	Self-directed Learning	156		X	Self-directed study
	Work-based study	180	X	X	Practical research and application of theories; knowledge; development of behaviours
	Assessment	80		X	Off the job assessment activity
	Assessment	40	X		On the job assessment activity
	Total	600			Over 39 weeks

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

This module will provide students the opportunity to carry out a management research project to solve a business challenge. Students will use appropriate academic literature, work related information and primary data sources to present their findings and reflect critically on the journey undertaken.

Students will be able to utilise their project management skills from the Stage 3 Project Management module to effectively manage their research project.

3. Aims of the module

This module aims to develop critical understanding of how to effectively carry out a management research project to solve a business challenge. The module aims to develop students' academic research and data analysis skills and encourage critical thinking on ethics, assumptions, problem solving and commercial pressure to drive business improvements.

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

(1) Produce a viable project proposal on an agreed business challenge, to include a justified choice of research methods and consideration of ethical issues

(2) Critically analyse, evaluate and synthesise primary and secondary data, in order to generate solutions to complex problems

(3) Present the research outcomes which link theory with praxis, and include developmental recommendations for organisation's contemporary business challenge

(4) Carry out timely, independent and effective research and communicate its findings in an appropriate format

(5) Critically reflect on the management research project experience and identify areas for improvement in professional goals and aspirations

4. Pre-requisite modules or specified entry requirements

N/A

5. Is the module compensable?

No

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**
At the end of the module, students will be expected to: **A1:** Produce a viable project proposal on an agreed business challenge, to include a justified choice of research methods and consideration of ethical issues **A2:** Present the research outcomes which link theory with praxis, and include developmental recommendations for organisation's contemporary business challenge	**A2** **A3**	A1. Students are introduced to a range of research approaches and methodologies with the aim of gaining a systematic understanding of work-based research. This includes a rationale for their chosen project, consideration for a range of research methods and justification of the chosen one, and consideration for ethics issues and a subsequent ethics approval. Lectures are used to introduce theories and research methodologies required for students to evaluate the purpose as well as the end-result of their work-based project. Students will evaluate quantitative and qualitative data analysis tools and techniques and provide a justification for their choice. Students will also produce an initial literature review, apposite to their chosen topic. The learning and teaching strategy involves tutor-led learning, including on and off-line lectures, and self and group managed tasks. Students will undertake real time small group discussions, group feedback and analysis. Self-managed formative tasks will be undertaken to explore and embed the specific features of the research process. These will include a range of examples of research into different topics and

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
		discussions about the most appropriate strategies to apply for each topic. Formative tutorials support students' initial research progress and proposal preparation. Summative assessment is carried out through the completion of a marked and graded Project Proposal, in which students consolidate and synthesise the relevant competencies to propose a viable work-related project. A2. Lectures will develop effective research skills required for a work-based research project which leads to outcomes that informs and addresses their organisation's business needs. Students will conduct effective research and produce a report which appraises a business challenge. Students will provide an interpretation of collected data and an evaluation of the project findings with suitable recommendations for improvement, i.e., solution for a business challenge in the student's organisation. The learning and teaching strategy involves tutor-led learning including on and off-line, self and group managed task. Students are required to employ effective research skills and work independently to produce a Report which will articulate complex issues clearly and

7. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
		comprehensively and generate apposite research outcomes. Individual and group tutorials are used to facilitate the development of students' skills and competence in the use of statistical analysis software for quantitative and qualitative data analysis. Self-managed formative tasks will be undertaken to explore and embed specific features of the research process. Formative tutorials support students' progress in research and Report preparation. Summative assessment is carried out through the completion of a marked and graded Management Research Project, in which students consolidate and synthesise the relevant competencies to produce a solution to a work-based business challenge.

B. Cognitive skills	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module students will be expected to: **B1**: Critically analyse, evaluate and synthesise primary and secondary data, in order to generate solutions to complex problems	**B1**	B1. Students develop skills required to produce a critical analysis of a management topic using a range of sources: primary and secondary data and their organisation data and a range of appropriate tools and techniques. They produce a literature review which evidences analysis and

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		evaluation of a range of appropriate academic sources. They use this to inform the direction of their research and to link their theoretical knowledge with praxis. Students present, interpret and analyse both quantitative and qualitative data effectively. They apply analytical and critical thinking to synthesise and systematically analyse complex issues to enable them to solve a business problem or need.

Lectures will re-iterate the concept of critical analytical thinking and a basic critical thinking model, which will be used to analyse research findings. Students are required to demonstrate effective analytical skills in judging the reliability, validity, and significance of evidence to support their conclusions and recommendations.

The learning and teaching strategy involves tutor-led learning including on and off-line, self and group managed tasks. Self-managed formative tasks will be undertaken to explore and embed specific features of the research process. Formative tutorials support students research progress and assignment preparation. Summative assessment is carried out through the completion of a marked and graded Management Research Project, in which students consolidate and synthesise the relevant |

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
-		competencies to produce a solution to a work-based business challenge.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, students will be expected to: **C1**: Critically reflect on the management research project experience and identify areas for improvement in professional goals and aspirations	**C3**	C1. Students are required to critically reflect on their experience of conducing a management research project. This includes the reflective evaluation of challenges and issues arising from carrying out research for this work-related project. Students are asked to critically evaluate the strengths, weaknesses, and advantages of the different approaches they have taken and appraise the skill development they require to perform at an optimal level. The learning and teaching strategy involves students being supported in the skills of critical reflection, analysis and evaluation of their own research performance, their understanding and recognition of the key features of work-related projects. The development of these skills is supported through an ongoing e-portfolio of evidence, including a Personal Development Plan and Personal Performance Review. The strategy is carried out through tutor-led learning, including on and off-line, self and group managed tasks.

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Formative assessment is supported through group and individual tutorials and a summative assessment is carried out through the completion of a Reflection Review (a threshold pass must be achieved), in which students consolidate and synthesise the relevant competencies in all aspects of their work-based research and their professional practice.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, students will be expected to: **D1**: Carry out timely, independent and effective research and communicate its findings in an appropriate format	**D1, D2, D3**	D1. Lectures will develop effective research skills required for a work-based research project which leads to outcomes that informs and addresses their organisation's business needs. Students will conduct effective research and produce a report which with suitable recommendations for improvement, i.e., solution for a business challenge in the student's organisation. The learning and teaching strategy involves tutor-led learning including on and off-line, self and group managed tasks, with a particular emphasis on analytical skills, and time- and project-management skills. There will be additional focus on digital literacy and management of large documents.

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
		Students will be required to produce a Report which communicates clearly and comprehensively, within the set word and time limits, in an appropriate academic format and structure, including Harvard referencing. Individual and group tutorials are used to facilitate the development of students' skills and competencies. Formative tutorials support and track students' progress in drafting and finalising their Report. Summative assessment is carried out through the completion of a marked and graded Management Research Project, in which students consolidate the relevant skills to produce a Report which meets academic and professional standards.

8. Indicative content.
Research philosophies and approaches
Research strategies, design and time frame
Research methodologies (qualitative and quantitative)
Research question, assumptions and hypothesis
Developing aims and objectives
Literature Review requirements
Data collection techniques
Sampling and codification
Data presentation, interpretation and critical analysis
Research ethics
Reflection of key learning

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes				
Assessment Strategy: Formative assessment: Tutorial exercises Summative assessment: Project Proposal, Academic Report, Reflective Reviews				
Assessment Task	**Weighting**	**Week submitted**	**Grading (Pass / Fail / %)**	**Module Learning Outcome(s) the assessment task maps to**
Academic assessment: Task 1: Project proposal in preparation for management research project academic report **Word count:** 1500 Format: Adobe PDF **Task 2:** Management research project academic report on resolving an agreed business problem or need **Word count:** 8000 **Format:** Microsoft Word	100%	35	% marked and graded	A1 A2 B1 D1
Work-based assessment: Task 1: Reflective review on the journey taken during the management research project Task 2: Reflective review on the strengths and weaknesses of approaches taken to solve the business problem or need. **Word count:** 500 words for each review **Format:** Microsoft Word	Threshold	39	Pass/Fail	C1

10. Teaching staff associated with the module
Name and contact details
Boris Pajkovic: boris.pajkovic@ucq.ac.uk
Colleen Henderson: colleen.henderson@ucq.ac.uk

11. Key reading list

Author	Year	Title	Publisher	Location
Bell, J.	2010	Doing Your Research Project. 5th ed	OUP	Maidenhead
Bryman. A., Bell, E. and Harley, B.	2018	Business Research Methods. 5th ed.	Oxford University Press	Oxford
Cameron, S. and Price, D.	2009	Business Research Methods: A Practical Approach	CIPD	London
Coghlan, D. and Brannick, T.	2014	Doing Action Research in Your Own Organisation. 4th ed	Sage Publications Ltd	London
**Coghlan, D. and Shani, A.	2018	Conducting Action Research for Business and Management Students	Sage Publications Ltd	London
Collis, J. and Hussey, R.	2013	Business Research. 3rd ed	Palgrave Macmillan	Basingstoke
Denicolo, P. and Becker, L.	2012	Developing Research Proposals: Success in Research	Sage Publications Ltd	London
Easterby-Smith, M., Thorpe, R. and Jackson, P.R.	2015	Management and Business Research. 5th ed.	Sage Publications Ltd	London
Gill, J. and Johnson, P.	2010	Research Methods for Managers. 3rd ed.	Sage Publications Ltd	London
Gray, D.E.	2013	Doing Research in the Real World. 3rd ed.	Sage Publications Ltd	London
**Hair, J.F., Page. M. and Brunsveld. N.	2019	Essentials of Business Research Methods. 4th ed	Routledge	New York
Horn, R.	2012	Researching and Writing Dissertations - A Complete Guide for Business and Management Students. 2nd ed.	McGraw-Hill Education	London
**McMillan. K. and Weyers. J.	2014	How to Complete a Successful Research Project	Pearson	New York

11. Key reading list

Author	Year	Title	Publisher	Location
O'Leary, Z.	2013	The Essential Guide to Doing your Research Project. 2nd ed	Pearson	New York
Robson, C. and McCartan, K.	2016	Real World Research. 4th ed	Blackwell	London
**Saunders, M., Lewis, P. and Thornhill, A.	2019	Research Methods for Business Students. 8th ed.	Pearson	New York
**Saunders. M.N.K. and Lewis. P.	2017	Doing Research in Business and Management. 2nd ed	Pearson	New York
**Available via Perlego				

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

Journals

International Journal of Social Research Methodology, 1364-5579; 1464-5300 (online) *

Journal of Business Research, Elsevier, 0148-2963

Organisational Research Methods, Sage Publications, 1094-4281 *

Qualitative Research Journal, 1443-9883

Qualitative Research, 1468-7941, Cardiff University, Sage

Work Based Learning E-journal International 2044-7868

Additional e-reading resources

Business Research Methodology. *Research Methods*. Available at: http://research-methodology.net/research-methods/

CLES. MacDonald, S. Headlam, N. *Research Methods Handbook: Introductory guide to research methods for social research.* Available at: http://www.cles.org.uk/wp-content/uploads/2011/01/Research-Methods-Handbook.pdf

Simply Psychology. McLeod, S. A. (2017) *Psychology Research Methods*. Available at: https://www.simplypsychology.org/research-methods.html

*Available via Management Direct

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