

PROGRAMME DOCUMENT

Certificate of Higher Education Skills for the Workplace

BA Leadership and Management Skills for the Workplace

Note: programmes are mapped to:

“Institute of Leadership and Management (ILM) Level 4 Certificate in Leadership and Management”

“Institute of Leadership and Management (ILM) Level 5 Certificate in Leadership and Management”

The Business School

Faculty of Business and Management

Validated

March 2017

Cert HE Skills for the Workplace

Module Code	Module title	Credit value	New or existing	If existing, has it been revised? YES / NO	Shared with other programmes? YES / NO
Level 4					
BMSK4001	Academic and Employability Skills	20	NEW		NO
BMSK4002	Effective Team Working and Communication	20	NEW		NO
BMSK4003	Digital Skills and Research Methods	20	NEW		NO
BMSK4004	Problem Solving and Decision Making	20	NEW		NO
BMSK4005	Professional Career Development	20	NEW		NO
BMSK4006	Managing Enterprise in the 21 st Century	20	NEW		NO

3.1.2 Programme Aims Cert HE Skills for the Workplace

The programme has the following general educational and specific aims:

1. To provide students' with an opportunity to study for an award explicitly focussed towards future employability and career progression;
2. To introduce students' to approaches, strategies and skills considered essential for employment within a generic context;
3. To familiarise students' with discussion and debate in the process and resolution of problems;
4. To develop students' emotional intelligence and their capacity to work effectively both autonomously and within a team;
5. To provide students' with a range of learning experiences that are designed to assist students in the acquisition and application of knowledge;
6. To provide students with a variety of teaching approaches delivered in a supportive learning environment.

In accord with the University's mission, the programme aims to provide a full and satisfying vocational experience, which will develop the student's ability to understand concepts, apply academic rigour and appraise critically the issues involved in the study of contemporary business and organizations and stimulate creativity in the development of workable solutions.

In line with UWTSD's aims and objectives the programme will be strategically underpinned by the following key themes

- Employability
- Enterprise
- Internationalization
- Sustainability

3.1.3 Programme Learning Outcomes Cert HE Skills for the Workplace

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2014 provides relevant information on the setting and maintaining of academic standards and has been drawn upon below.

On completing this programme learners would achieve the following outcomes:

Knowledge and Understanding

For learners following business and management programmes, they will be expected to demonstrate knowledge and understanding of:

1. The underlying concepts and principles associated with organisations and the external environment in which they operate.
2. The underlying concepts and principles associated with the functions and processes of organisations.
3. The concepts and principles associated with effective business management.
4. The concepts and principles of a range of factors relevant to skills for the workplace.

Cognitive Skills

5. Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
6. The underlying concepts and principles of the management of information and analysis of data.
7. Critically analyse information and appraise the strength and weaknesses of different approaches and make informed judgements.
8. The ability to present, evaluate and interpret qualitative and quantitative data and information.

Practical Skills

9. The ability to complete practical tasks through the integration of theory and practice.
10. Reflection and review of practical tasks to improve performance.
11. Demonstrate self-awareness and confidence in skills transferable to the workplace.

Key Skills

12. The underlying concepts and principles of the use of information and communication, oral, and in writing, using a range of media which are widely used in business.
13. Numeracy and quantitative skills including data analysis, interpretation and exploitation.
14. The effective use of Communication and Information Technology for business applications.

15. Effective problem solving and decision making using appropriate quantitative and qualitative skills.
16. Effective performance as an individual and within a team environment.
17. Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.

3.1.4 Programme Structure for Cert HE Skills for the Workplace programme

Structure: Full-time Students

Due to this programme being delivered across a period which traverses two traditional academic years and is delivered on an ongoing, rolling basis, generally from October to the following September, a semesterised delivery plan would not be appropriate.

LEVEL 4

Module Code	Title	Module type (core, compulsory or optional)	Credits
BMSK4001	Academic and Employability Skills	Compulsory	20
BMSK4002	Effective Team Working and Communication	Compulsory	20
BMSK4003	Digital Skills and Research Methods	Compulsory	20
BMSK4004	Problem Solving and Decision Making	Compulsory	20
BMSK4005	Professional Career Development	Compulsory	20
BMSK4006	Managing Enterprise in the 21 st Century	Compulsory	20

3.1.6 Learning, Teaching and Assessment Strategy

The content of both the Cert HE and the BA Skills programmes was created with relevance to the modern workplace. The learning and teaching approach is to focus upon ensuring that the subject material is delivered in such a way as to support the achievement of the intended learning outcomes. The programmes are designed to take students from introductory concepts, through to an intermediate phase and onto the final stage. The careful selection of modules and their context to suit the introductory, intermediate and final level of the programmes, means that students are able to build their knowledge of business and management, culminating in the development of strategies, plans and informed critique.

The programme team makes use of a variety of approaches to learning and teaching which include, traditional lectures and tutorials, case studies and problem based learning approaches, as well as when appropriate discovery and experiential type learning. A process oriented guided inquiry to learning is used to find a balance between information provision and student self-directed learning. Once core concepts have been introduced and explained then student-centred practical sessions are introduced to provide meaning. The programme team also make use of TED Talks, as they engage students and support a wider appreciation of themes. Overall student feedback for this type of approach has been very positive.

Recognising that there is no 'one size fits all' approach, the programme tutors seek to engage the students in a variety of formats, such as websites, videos and podcasts. Differing means of assessment are employed so as to enable students to demonstrate their learning in various ways such as reports, reflective work, presentations, individual and some group work, although there is always individual assessment. Formative assessment is utilised to enhance learner understanding and to build learner confidence.

Content delivery takes place on a face to face basis, through lectures and tutorials, for students to engage with the subject area for drilling down understanding and developing themes. This is further supported by the e-learning platform which is used to provide presentations and support material in terms of articles to read, videos to watch and any other peripheral material.

The programme team sometimes use the principle of flipped classes (Green 2015) to encourage students to engage with material beforehand to allow the sessions to be more interactive. In the past students have reviewed key marketing articles and the work had been debated in detail. The Business School run a full programme of guest lectures by experts and alumni. The programme team approach to learning and teaching may be best summed up as 'the guide on the side' rather than 'the sage on the stage'.

In the main students are assessed through assignments based in their workplace context, Occasional use is made of presentations. For formative assessments quizzes can be enjoyable and work well. Students are encouraged students to bring their own research to class for sharing with others who contribute.

There is wide ranging and extensive experience within the programme team, which positively contributes to the validity and standards of the requirements of assessment. When designing the programme, the programme team met as a team to discuss possible modules and after allocating them, wrote module descriptors. As part of the quality process we review these with a view to ensuring appropriateness of learning outcomes, indicative content, learning and teaching strategies and of course assessment. In addition every year we use an internal moderation process before sending draft proposals to the external examiner we are often congratulated on the nature of our challenging assessments.

Appropriate sample marking takes place amongst the programme team, who follow a structured approach as approved by the external examiner. The PD has consistently been commended by the EE for his feedback and supports the team in this aspect.

The programme team also provide face to face feedback in order to ensure that students appreciate and learn from the feedback provided and are able to discuss all aspects of their performance and lessons which may be applied in the future.

The main driver of teaching is knowledge transfer and the use of lectures for the dissemination of theoretical constructs and tutorials to provide the opportunity to discuss and develop themes is used, together with use of Moodle to support students with papers, articles, video clips and case studies. Use is also made of the Universities Panopto video recording system, which allows students to view topic summaries recorded by staff on a range of modules.

The learning and teaching strategies themselves have been very effective at enthusing students and generating energy mainly because of the applied nature of the scheme and through synthesising the knowledge they have acquired across different modules to solve difficult business problems. The students discuss with the programme team how their achievements help to keep them positive with their studies and the challenges they face.

Each of the module tutors are responsible for the delivery of their module and the scheme of work which is designed against the modules indicative content and learning outcomes. Delivery is usually in a lecture and tutorial format where the tutorials allow for further critical analysis and opportunities for peer learning. A central repository of teaching materials are available for each module via Moodle and this is available to all the programme team and students as appropriate, as are the module assessments.

Growing use is made of online resources in order to more effectively address the geographical spread of our students', with the programme being delivered at multiple locations. E-books for each module are identified enabling students to access relevant resources for their studies and students are encouraged to access appropriate online journals.

The programme team aims to provide a range of modes of learning which included individual and group assessments (where individual marks awarded), presentations and discussions. Students learning styles are considered from a group and individual perspective. Additional online material has been added to Moodle in the form of videos and reasonable adjustments are considered working alongside student services on an individual basis. Tutors provide the opportunity of formative feedback on assignment drafts and summative feedback on actual assignments.

Over the life of the programme there have been some changes made to the content and focus of some modules. All changes and assessments were approved by the external examiner prior to being released.

The Cert HE is mapped at Level 4 with the ILM Certificate in Leadership and Management. This provides significant added value with students' able to achieve a dual qualification as a result of their successful studies. The programme team is readily available to learners during both the day and the evening and on weekends e.g. by phone, email, Skype or WhatsApp to take their enquiries and to respond to questions. This high level of accessibility is much appreciated by our learners. The programme team ensured the content was relevant through industry engagement which also results in guest speaker appearances. In addition to the standard face to face contact time, students benefit from additional communication and support via Skype, WhatsApp, email and phone, as well as Moodle where module resources are available. Given the nature of programme delivery, cohort tutors are also personal tutors and

work closely with and are most accessible to all students'. The programme director is always available should students' wish to discuss any matter.

The Cert HE provides integrated, twice a year residential weekends, where students come together for a long weekend to enjoy learning and social interactions. Tuition takes place in their respective Levels and modules of study. Significant team teaching takes place at the residential weekends, which has proved particularly popular with all of our students'. It is also an opportunity for students across all levels of the programme to exchange views and share experiences of their studies and where knowledge can be effectively shared.

Module Code	Module Title	Level	Credits	Assessment details
Level 4				
BMSK4001	Academic and Employability Skills	4	20	Assessment Component 1 – 50% Written report (2000 words) Assessment Component 2 – 50% Coursework: Reflective Review (2000 words)
BMSK4002	Effective Team Working and Communication	4	20	Assessment Component 1 – 50% Coursework: Assignment (2000 words) Assessment Component 2 – 50% Practical: Individual Presentation (10 minutes)
BMSK4003	Digital Skills and Research Methods	4	20	Assessment Component 1 – 50% Coursework: Written Assignment (2000 words) Assessment Component 2 – 50% Coursework: Written Report (2000 words)
BMSK4004	Problem Solving and Decision Making	4	20	Assessment Component 1 – 100% Coursework: Written Assignment (4000 words)
BMSK4005	Professional Career Development	4	20	Assessment Component 1 – 100% Coursework: Written Assignment (4000 words)
BMSK4006	Managing Enterprise in the 21 st Century	4	20	Assessment Component 1 – 50% Practical: Group presentation, with individual contributions

				clearly identified and individual marks awarded (10 minutes)
				Assessment Component 2 – 50% Coursework: Reflective review (2,000 words)

3.2.2 Programme Aims BA Leadership and Management Skills for the Workplace

The programme has the following general educational and specific aims:

1. To provide learners with an opportunity to study for an award explicitly focused towards future employability and career progression;
2. To introduce students to approaches, strategies and skills considered essential for employment within a generic context;
3. To familiarise students with discussion and debate in the process and resolution of problems;
4. To develop students' emotional intelligence and their capacity to work effectively both autonomously and within a team;
5. To provide students with a range of learning experiences that are designed to assist students in the acquisition and application of knowledge;
6. To provide students with a variety of teaching approaches delivered in a supportive learning environment.
7. To enable learners to become reflective practitioners, able to define and achieve both personal and professional targets including responsibility for future learning and professional development.

In accord with the University's mission, the programme aims to provide a full and satisfying vocational experience, which will develop the student's ability to understand concepts, apply academic rigour and appraise critically the issues involved in the study of contemporary business and organizations and stimulate creativity in the development of workable solutions.

In line with UWTSD's aims and objectives the programme will be strategically underpinned by the following key themes

- Employability
- Enterprise
- Internationalization
- Sustainability

3.2.6 Learning, Teaching and Assessment Strategy

The content of the BA programme was created with relevance to the modern workplace. The learning and teaching approach is to focus upon ensuring that the subject material is delivered in such a way as to support the achievement of the intended learning outcomes. The careful selection of modules and their context to suit Level 5 and Level 6 of the programme, means that students are able to build their knowledge of business and management, culminating in the development of strategies, plans and informed critique.

The programme team make use of a variety of approaches to learning and teaching which include, traditional lectures and tutorials, case studies and problem based learning approaches, as well as when appropriate discovery and experiential type learning. A process oriented guided inquiry to learning is used to find a balance between information provision and student self-directed learning. Once core concepts have been introduced and explained then student-centred practical sessions are introduced to provide meaning. The programme team also make use of TED Talks, as they engage students and support a wider appreciation of themes. Overall student feedback for this type of approach has been very positive.

Recognising that there is no 'one size fits all' approach, the programme tutors seek to engage the students in a variety of formats, such as websites, videos and podcasts. Differing means of assessment are employed so as to enable students to demonstrate their learning in various ways such as reports, reflective work, presentations, individual and some group work, although there is always individual assessment. Formative assessment is utilised to enhance learner understanding and to build learner confidence.

Content delivery takes place on a face to face basis, through lectures and tutorials, for students to engage with the subject area for drilling down understanding and developing themes. This is further supported by the e-learning platform which is used to provide presentations and support material in terms of articles to read, videos to watch and any other peripheral material.

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There is wide ranging and extensive experience within the programme team, which positively contributes to the validity and standards of the requirements of assessment. When designing the programme, the programme team met as a team to discuss possible modules and after allocating them will write module descriptors. As part of the quality process we review these with a view to ensuring appropriateness of learning outcomes, indicative content, learning and teaching strategies and of course assessment. In addition every year we use an internal moderation process before sending draft proposals to the external examiner we are often congratulated on the nature of our challenging assessments.

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The learning and teaching strategies themselves have been very effective at enthusing students and generating energy mainly because of the applied nature of the scheme and through synthesising the knowledge they have acquired across different modules to solve difficult business problems. The students discuss with the programme team how their achievements help to keep them positive with their studies and the challenges they face.

Each of the module tutors are responsible for the delivery of their module and the scheme of work which is designed against the modules indicative content and learning outcomes. Delivery is usually in a lecture and tutorial format where the tutorials allow for further critical analysis and opportunities for peer learning. A central repository of teaching materials are available for each module via Moodle and this is available to all the programme team and students as appropriate, as are the module assessments.

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Over the life of the programme there have been some changes made to the content and focus of some modules. All changes and assessments were approved by the external examiner prior to being released.

Given the complex nature of the programme, being delivered in a flexible manner at multiple locations across South Wales and beyond, the programme team have successfully addressed a range of challenges. This includes programme delivery at up to six Level 4 venues, at up to five Level 5 venues and at up to three Level 6 venues in a given year, timetabling, tutor availability, consistency of teaching approach, consistency of marking and academic quality matters.

Both the Cert HE and the BA programmes are mapped at Level 4 and Level 5 with the ILM Certificate in Leadership and Management at each level. This provides significant added value with students' able to achieve a dual qualification as a result of their successful studies. The programme team is readily available to learners during both the day and the evening and on weekends e.g. by phone, email, Skype or WhatsApp to take their enquiries and to respond to questions. This high level of accessibility is much appreciated by our learners. The programme team ensured the content was relevant through industry engagement which also resulted in guest speaker appearances across both the Cert HE and the BA programmes. In addition to the standard face to face contact time, students benefit from additional communication and support via Skype, WhatsApp, email and phone, as well as Moodle where module resources are available. Given the nature of programme delivery, cohort tutors are also personal tutors and work closely with and are most accessible to all students'. The programme director is always available should students' wish to discuss any matter.

Both programmes provide integrated twice a year residential weekends, where students come together for a long weekend across all undergraduate levels to enjoy learning and social interactions. Tuition takes place in their respective Levels and modules of study. Significant team teaching takes place at the residential weekends, which has proved particularly popular

with all of our students'. It is also an opportunity for students across all levels of the programme to exchange views and share experiences of their studies and where knowledge can be effectively shared.

SECTION C - All Programmes

5 Module Details

All module bibliographies are exempli gratia.

MODULE CODE: BMSK4001
TITLE: Academic and Employability Skills (ACE)
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To provide students with the underlying study/research strategies and software skills to facilitate effective study in Higher Education.
- To enable students to take responsibility for their own learning.
- To enable students to gain confidence and competence as effective employees by developing a range of employability skills such as reflection, time management and presentation skills.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- analyse published literature relating to a specific topic or subject area and produce a fully referenced, appropriately structured academic report;
- reflect on their learning using recognised models of reflection;
- research and present their findings in a variety of formats on a range of employability skills and collect and analyse feedback on their delivery.

INDICATIVE CONTENT

Through task-based study, students will explore:

- Using word-processing and presentation software Identifying skills (e.g. self-evaluation, skills needed for higher education, transferable/employment skills).
- Organising study (e.g. time management, organising space and resources)
- Gathering relevant information (e.g. effective note taking, using the library and the internet, reflecting on experience)
- Analysing literature and researching and presenting findings.
- Communicating and presenting information (e.g. presentation techniques, styles)
- Developing an appropriate writing style (e.g. planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, etc.)
- Understanding and applying a referencing convention (e.g. the Harvard System)
- Making use of digital technologies to support learning

LEARNING AND TEACHING STRATEGY

Tutor facilitated workshops and student self-directed study making use of research opportunities will be used to provide practical experience of the concepts introduced during this module. This gives students the opportunity to integrate the theory and practice of study/research skills such as referencing, report writing and questionnaire design/analysis within the business software context. This module is designed to enable students to take responsibility for their own learning and to become engaged, independent learners with the support of their peers and tutors.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written report – 2000 words

Assessment Component 2 – 50%

Reflective Review (2000 words)

Produce a reflective feedback summary of what has been learned about the academic concepts introduced in this module- academic writing, research methods and referencing techniques.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	100%
Practical – 10-minute presentation	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	
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	Yes
If yes, please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to teach students to critically assess, analyse and reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK4001	
Module Title	Academic and Employability Skills	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Cottrell, S. (2008) The Study Skills Handbook 3rd edition. Hampshire: Palgrave MacMillan.	☒
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability (Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Gibbs, G. (1988) Learning by doing: A guide to teaching and learning methods. London: FEU.	☐
Further	Greetham, B. (2013) How to write better essays. Basingstoke: Palgrave Macmillan.	☐
Further	Mackevic, V. (2014) From confusion to conclusion. How to write a First-Class essay..2nd edition. Edited by Tom Wild. United States: Createspace.	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐
Further	OpenLearn. (2016) Skills for study [online] available at http://www.open.edu/openlearn/skills-for-study	☒

Further	Pears, R. and Shields, G. (2010) Cite them right: The essential referencing guide. 8th edn. Basingstoke: Palgrave Macmillan	☐
Further	Van Emden, J. and Becker, L. (2010) Presentation skills for students. 2nd edn. United Kingdom: Palgrave Macmillan.	☐
Further	Williams, K. (2014) Getting critical. United Kingdom: Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐
Further	Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London	☐

MODULE CODE: BMSK4002
TITLE: Effective Team Working and Communication (ETW)
DATED: 21/03/2017

LEVEL: 4

CREDITS: 20

JACS CODE: N200

AIM(S)

- To introduce students to strategies for effective team working.
- To develop students' awareness of the range of communication skills integral to success within the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- apply the main theories relating to group dynamics, team working and communication to their own workplace examples;
- prepare and deliver a short presentation within a team working context.

INDICATIVE CONTENT

Through task-based study, students will explore:

- Working collaboratively: shared ownership, responsibility and issues related to confidentiality.
 - Negotiating and developing ideas.
 - Group dynamics theories.
 - Theories of team structures, such as Belbin.
 - Group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.
 - Inter-personal communication including: body language, active listening, personal presentation and context awareness.
 - Written communication: formats and structures.
 - Strategies for improving clarity of expression, grammar, syntax and punctuation; presentation formats and structures.
- Communication with an audience using visual and electronic resources

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
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Scheduled Learning	40	20%
Independent Learning	160	80%
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written Work Based Assignment: 2000 words

Students will produce a report on communication within the workplace, applying relevant theory to workplace examples.

Exemplar:

Assessment Component 2 – 50%

Individual Presentation: 10 minutes

Students will present on the topic of team work and underpinning theory. Evidence will include a recorded PowerPoint presentation and a presentation plan.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to teach students to critically assess, analyse and reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate. Students will be introduced to the concept of teamwork and collaboration within a global context. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK4002	
Module Title	Effective Team Working and Communication	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J.E. (2009) Effective Teambuilding: How to make a winning team. London: Pan Books	☐
Further	Alvesson, M., Willmott, H., Alvesson, P.M. and Willmott, P.H. (1996) Making sense of management: A critical introduction. 2nd edn. Thousand Oaks, CA: Sage Publications	☐
Further	Belbin, M.R. (2012) Team roles at work. 2nd edn. Oxford: Butterworth-Heinemann.	☐
Further	Belbin, R.M. (2010) Teamroles at Work. Butterworth-Heinemann Title; 2 edition Magin, M. (2004) Making teams Work: 24 Lessons for working together successfully. McGraw-Hill Pub.	☐
Further	Blanchard, K.H., Hersey, P. and Johnson, D.E. (2000) Management of organizational behavior: Leading human resources. 8th edn. United Kingdom: Prentice Hall	☐
Further	Bown, G. and Brady, C. (1991) Successful manager (women in management Workbook series). Kogan Page, Limited, London, United Kingdom	☐
Further	Collins, J.C. and Jim, C. (2001) Good to great [why some companies make the leap ... And others don't]. 4th edn. New York, NY: HarperCollins Children's Book Group	☐
Further	Covey, Stephen R. (1989) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. 5th edn. New York: Simon and Schuster.	☐
Further	Dalley, D., and Burton, L. Developing your Influencing Skills: How to influence people by increasing your credibility, trustworthiness and communication skills (2010) Universe of Learning Ltd.	☐
Further	Ercegovic, Z. (2008) <i>Information Literacy, search strategies, tools & resources for high school students and college freshmen</i> , Linworth Pub. 2nd ed.	☐
Further	Tuckman, B.W. and Harper, B.E. (2012) Conducting educational research. 6th edn. United States: Rowman & Littlefield Publishers.	☐

MODULE CODE: BMSK4003
TITLE: Digital Skills and Research Methods (DSR)
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

AIM(S)

- To improve students' digital skills within the workplace.
- To develop awareness of the importance of effective analysis of information and its translation into knowledge.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability;
- identify and effectively evaluate a range of information sources;
- show competence in workplace data handling.

INDICATIVE CONTENT

- Examine modern workplace communications systems, including email and social networking.
- Explore the use of web-based and mobile applications within the workplace.
- Develop awareness of legal, ethical and security issues, including the ethical implications of gathering information within the context of data protection.
- Understand Prof Russell Ackoff's definitions of data, information, knowledge, understanding and wisdom.
- Explore potential sources of information to solve workplace problems.
- Understand the ways in which numeracy, knowledge and reasoning are integral to most employment areas, including an appreciation of the use of basic statistics in the interpretation and analysis of data.
- Become competent in basic numerical handling and the efficient organisation and management of files and folders.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques. The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled Learning	40	20%
Independent Learning	160	80%
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Written Work Based Assignment - 2000 words

Write a report evaluating the effectiveness of the use of modern technologies within own workplace and exploring social media as a tool for marketing, information gathering and communication within the workplace; creating own professional online presence to illustrate and evidence this research.

Assessment Component 2 – 50%

Written Report evidencing ability to apply appropriate Research Methodologies - 2000 words

Produce a report on a relevant and appropriate workplace topic showing evidence of use of a range of research methodologies and an understanding of effective and ethical data collection and interpretation.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes, please provide brief details (no more than 100 words):	
Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.	
This module aims to teach students to critically assess, analyse and reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate. Ethical and responsible use of data will be explored within the context of global citizenship.	
Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK4003	
Module Title	Digital Skills and Research Methods	
Classification	Reading List entry	Electronic*

Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Beckingham, S. (2014) Why you need a professional online presence. [online] Available at: http://www.slideshare.net/suebeckingham/why-you-need-a-professional-online-presence-and-how-to-do-it-rscon5 .	☒
Further	Bell, J. (2005) Doing your research project: A guide for first-time researchers in social science, education and health. 4th edn. Maidenhead, England: Open University Press.	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Emory, C.W. and Cooper, D.R. (1991) Business research methods. 4th edn. United States: Irwin Professional Publishing.	☐
Further	Hoechsmann, M. (2012) Media literacies: a critical introduction. Malden, MA., Wiley- Blackwell.	☐
Further	MathsIsFun (2016) Data, probability and statistics. [online] Available at https://www.mathsisfun.com/data/index.html	☒
Further	Poynter, R. (2010) The handbook of online and social media research: Tools and techniques for market researchers. United Kingdom: Wiley.	☐
Further	Sheffield Hallam University. (2014) Social Media and Employability. [online] Available at: https://sites.google.com/a/my.shu.ac.uk/shusome/employability	☒

MODULE CODE: BMSK4004
TITLE: Problem Solving and Decision Making
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20
JACS CODE: N200

AIM(S)

- To be able to solve problems and make decisions in the workplace.
- To be able to manage and implement change in the workplace.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- describe a problem, its nature, scope and impact;
- gather and interpret information to solve a problem;
- evaluate options to make a decision;
- plan, monitor and review the implementation and communication of decisions.

INDICATIVE CONTENT

Through task-based study, students will explore:

- Ways to recognise, define, investigate and analyse problems.
- Objective setting in relation to problem.
- Brainstorming, problem solving and creative thinking techniques.
- Difference between data and information.
- Interpretation of charts and diagrams.
- How to evaluate options.
- The importance of adequate and relevant information for effective decision-making.
- Decision making techniques.
- The use of simple planning techniques- action plans, Gantt charts.
- Effective presentation of a case – i.e. providing facts and evidence, not just opinion.
- Monitoring and review techniques to evaluate outcomes of problem solving activities.
- Reasons for organisational change such as changes in leadership, technology, business strategy, need to become more efficient.
- Environmental analysis technique, such as PESTLE.
- Organisational analysis, such as SWOT analysis.
- Having consideration of benefits and implications of change, principles of change management.

- Methods for planning for change and Use of tools for planning change.
- Feasibility and viability of the change for stakeholders.
- Identification of human and financial factors in the consideration of resistance to change.
- Clear communication of change and importance of involving people to facilitate effective change.
- Techniques for monitoring and evaluating outcomes of change.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Written Work Based Assignment 4000 words

Students will produce a written report applying recognised problem solving tools and techniques to identify and propose solutions to a work based problem.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes, please provide brief details (no more than 100 words):	
Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a	

way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

This module aims to teach students to critically assess, analyse and reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate.

Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.

READING LIST

Module Code	BMSK4004	
Module Title	Problem Solving and Decision Making	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	Adair, J. (2013) Decision making and problem solving strategies. 2nd edn. London: Kogan Page.	☐
Further	Belton, V. and Stewart, T.J. (2001) Multiple criteria decision analysis: An integrated approach. 2nd edn. Boston, MA: Kluwer Academic Publishers.	☐
Further	Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument (Palgrave study skills). 2nd edn. Basingstoke: Palgrave Macmillan.	☐
Further	Educational games and resources (no date) [online] Available at: http://www.theproblemsite.com/	☒
Further	Gano, D. (2011) Seven steps to effective problem solving and strategies for personal success. 1st edn. EBook: Reality Charting.	☐
Further	Institute of Leadership and Management (no date) [online] Available at: https://www.ilm.com	☒
Further	Mayer, R.E. (1992) Thinking, problem solving, cognition. 2nd edn. New York: W.H. Freeman & Co.	☐
Further	McClelland, D.C. and C, D. (1988) Human motivation. Cambridge, England: Cambridge University Press.	☐
Further	Pizlo, Z. (2012) 'Human problem solving in 2010', The Journal of Problem Solving, 4(1). doi: 10.7771/1932-6246.1120.	☐
Further	Poster presentation (2015) [online] Available at: http://serc.carleton.edu/NAGTWorkshops/assess/poster.html	☒
Further	Problem solving and decision making: Class projects (1996) [online] Available at: http://www.studygs.net/problem	☒
Further	Proctor, T. (2009) Creative problem solving for managers: Developing skills for decision making and innovation. 3rd edn. New York: Routledge.	☐
Further	SMART goals (2016) [online] Available at: https://www.projectsmart.co.uk/smart-goals.php	☒

Further	Straus, D. (2002) How to make Collaboration Work: powerful ways to build consensus, solve problems and make decisions. Berrett-Koehler.	☐
Further	Study Guides and Strategies. (2016), Problem solving and decision making, [online] available at: http://www.studygs.net/problem	☒

MODULE CODE: BMSK4005
TITLE: Professional Career Development
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To introduce students to strategies for personal reflection and career development planning.
- To gain confidence and competence as effective employees

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand the skills and knowledge needed for working effectively;
- demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development;
- establish employment goals and develop a personal action plan.

INDICATIVE CONTENT

Through task-based study, students will explore:

- Concepts of self-awareness and the various approaches to self-assessment and learning.
- The application of background questionnaires and identify personal learning preferences.

- An analysis of personal strengths, weaknesses and tools to support professional development planning.
- Ideas relating to the concept of personal confidence, studying and thinking independently.
- Strategies for exploring employment options acquiring, selecting and collating information from a range of sources.
- Techniques for presenting conclusions in a clear, coherent and logical manner.
- An examination of effective systems, such as rotas, health and safety regulations and good conduct procedures.
- An introduction to strategies for career advancement: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability.
- Reference to relevant procedures and employment legislation.
- Identify good practice relating to respect, effective communication and effective partnerships in the workplace.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Written Reflective Review - 4000 words

Students will write a review containing a personal career development plan and incorporating reflection on a personal SWOT analysis and study/career improvement strategies.

Assessment Summary

Activity type	Percentage
Written Exam	

Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes, please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to teach students to critically assess, analyse and self-reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate. Students will be introduced to the concept of global citizenship and how they can contribute to this within their place of employment. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK4005	
Module Title	Professional Career Development	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	(Palgrave Study Skills) Hampshire: Palgrave MacMillan.	☐
Further	Cottrell, S. (2010) Skills for Success: Personal Development and Employability	☐
Further	McMillan, K. and Weyers, J. (2006) The smarter student: Skills and strategies for success at university, London: Prentice Hall.	☐
Further	National Careers Service (2012) Preparing for an interview. [online] Available at: https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.asp	☒

Further	Pritchards, A. M. (2008) Studying and Learning at University: Vital Skills for Success in your Degree. London: Sage Publications.	☐
Further	Prospects. (2016) Career advice [online] Available at https://www.prospects.ac.uk	☒
Further	Van Emden, J. & Becker, L. (2010) Presentation Skills for Students (2nd edition). Palgrave Macmillan.	☐
Further	Wilson, E A and Bedford, D (2009) Study Skills for Part-time Students Harlow: Pearson	☐

MODULE CODE: BMSK4006
TITLE: Managing Enterprise in the 21st Century (MAE)
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop students' awareness of enterprise, including self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

Upon the successful completion of this module the student should be able to demonstrate the ability to:

- examine and evaluate a business idea and design an appropriate business plan;
- apply a range of employment skills in the completion of a group project.

INDICATIVE CONTENT

- Over the course of the module students will participate in an integrated workplace project demanding a range of employment skills.
- The project will be established with due regard to its potential for future business opportunities, enabling analysis by students of issues linked to enterprise, entrepreneurship and self-employment.
- Students will consider their working practices, individual skill set and knowledge in relation to a particular employment project and its business viability; including the development of a business plan.
- External speakers with expertise in setting up companies or establishing themselves as self-employed practitioners will be invited to contribute to the delivery of this module.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled Learning	40	20%
Independent Learning	160	80%
Placement Learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Group Presentation 10 minutes

Students will engage in a group presentation presenting a business plan to a potential investor or senior manager. Students will be assessed individually on their specific individual contribution and an individual mark awarded, based upon their demonstrable contribution.

Assessment Component 2 – 50%

Reflective Review 2000 words

Students will reflect upon their personal skillset in relation to the development of a business idea and their suitability for self-employment.

Assessment Summary

Activity type	Percentage
Written Exam	
Coursework	50%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes, please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to teach students to critically assess, analyse and reflect and these skills will be related to sustainability issues within the context of the workplace, as appropriate. Students will be introduced to the concept of global citizenship and how they can contribute to this when setting up a business or becoming self-employed. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSK4006	
Module Title	Managing Enterprise in the 21 st Century	
Classification	Reading List entry	Electronic*
Essential	Maund, A. Schriek, M. and Tinkler, P. (2017). Certificate in Higher Education: Skills for the Workplace Student Yearbook. Sage Publications	☐
Essential	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	ACAS.(2016), Help and advice for employers and employees, [online] available at: http://www.acas.org	☒
Further	Adair, J.E. (2009) Effective Teambuilding: How to make a winning team. London: Pan Books	☐
Further	Alvesson, M., Willmott, H., Alvesson, P.M. and Willmott, P.H. (1996) Making sense of management: A critical introduction. 2nd edn. Thousand Oaks, CA: Sage Publications.	☐
Further	Barrow, C., Brown, R. and Clarke, L. (2001) The business enterprise handbook: A complete guide to achieving profitable growth for all entrepreneurs and SMEs. London: Kogan Page	☐
Further	Blythe, J. (2005). Essentials of marketing communications. 2nd edn. Harlow: Financial Times/ Prentice Hall.	☐
Further	Business Wales.(2016), Business Advice in Wales, [online] available at: http://businesswales.gov.wales/	☒
Further	Careers England.(2016), Careers advice in England, [online] available at: www.careersengland.org.uk	☒
Further	Careers Wales. (2016), Careers advice in Wales, [online] available at: http://www.careerswales.com	☒
Further	Hind, D. and Moss, S. (2011) Employability Skills, Business Education Publishers Ltd; 2nd ed.	☐
Further	ILM. (2016), Institute for Leadership and Management, [online] available at: https://www.i-l-m.com/	☒
Further	Johnson, G., Scholes, K., Johnson, P.G. and Scholes, P.K. (2001) Exploring corporate strategy: Text and cases. 6th edn. Harlow, England: Financial Times Prentice Hall.	☐
Further	Kotler, P., Armstrong, G., Saunders, J., Saunders, P.J. and Wong, P.V. (2001) Principles of marketing: European edition. 3rd edn. Harlow, England: Financial Times Prentice Hall.	☐
Further	Marsh, R. (2012) Skills for Employability Part One: Moving into Employment, Christal Pub.	☐
Further	Marsh, R. (2012) Skills for Employability Part One: Pre-employment, Christal Pub.	☐
Further	National Careers Service. (2016), Careers advice UK, [online] available at: https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx	☒