



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

BA (HONS) LEADERSHIP AND MANAGEMENT SKILLS FOR THE WORKPLACE

LEVELS 5-6

ACADEMIC DISCIPLINE OF BIRMINGHAM AND LONDON CAMPUSES

INSTITUTE OF INNER CITY LEARNING

2026-2027

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INTRODUCTION

This Module Directory includes all the modules for Levels 5-6 within the Institute of Inner City Learning in the academic year 2026-2027.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

LEVEL 5

Module Code	LCLM5001
Title	Understanding and Engaging Stakeholders
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To instil a critical understanding of the importance of stakeholders' engagement

LEARNING OUTCOMES

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

- Demonstrate the ability to establish mechanisms of engagement with identified stakeholders;
- Critically evaluate the benefits and challenges of sustainable stakeholder engagement

INDICATIVE CONTENT

- Identifying stakeholders of an organisation
- Stakeholder relationships – benefits and challenges
- Frameworks/models/theories for stakeholder engagement and management
- Stakeholder engagement process
- Role of the manager in stakeholder engagement
- Methods of managing conflicts of stakeholder expectations
- Evaluating the impact of stakeholder engagement on organisational performance

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam

☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Stakeholder engagement plan which includes identification of stakeholders and mechanisms to engage them for the sustainable stakeholder relationship etc.	4000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5001	
Module Title	Understanding and Engaging Stakeholders	
Classification	Reading List entry	Electronic*
Essential	Ashcroft, J. (2017) <i>The relational lens: understanding, measuring, and managing stakeholder relationships</i> . Cambridge: Cambridge University Press. Available at: https://www-cambridge-org.ezproxy.uwtsd.ac.uk/core/books/relational-lens/value-and-importance-of-relationships/718C31032061BDFA3F480BA2A53F45D4#CN-bp-1	☒
Further	Christopher, M., Payne, A., & Ballantyne, D. (2013). <i>Relationship Marketing: Creating Stakeholder Value</i> . Saint Louis: Taylor and Francis.	☐

Module Code	LCLM5002
Title	Developing and Managing Individuals and Teams
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To support students' knowledge and competence of developing, managing and leading individuals and teams to achieve success

LEARNING OUTCOMES

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

- Demonstrate how to develop individuals and teams by following human resources planning processes;
- Examine methods of managing employee performance;
- Review and suggest personnel development mechanisms that may help in achieving sustainable business performance.

INDICATIVE CONTENT

- Definition, function, features, and characteristics of the human resources planning process
- Factors involved in human resource planning, including nature of the work, demand for products or services, skills requirements and shortages, location, labour market competition o workforce profiles, e.g. skills level, ability, educational level, aptitude, need for flexibility in the workforce, core versus peripheral workers, skills transferability, types of contract, e.g. full-time versus part-time, subcontracting, zero-hours contracts, temporary staff, agency staff, labour turnover (expressed in words and numbers), productivity
- Management actions to address human resource issues at an operational level, including workplace stress, absenteeism (expressed in words and numbers), motivation, engagement with business culture, employee satisfaction
- Techniques to meet skills requirements, including recruitment and selection process, upskilling/reskilling/training, outsourcing, changing job roles, restructuring
- Administering people in accordance with guidelines and career pathways
- Managing career development of people
- Managing performance and succession planning
- Support structures and methods available within the organisation to manage employee performance
- Performance appraisal techniques such as methods of ensuring fair and objective assessment/appraisal, methods to monitor evaluate and record individual feedback, mechanisms to provide appropriate feedback to individuals, reporting performance appraisal including the importance of confidentiality
- Career development strategies including the wider context of sustainability.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation on recruitment and selection process	15-20 minutes per student	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework

☐ Practical

Mode of assessment	Volume	Weighting
Individual written report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5002	
Module Title	Developing and Managing Individuals and Teams	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2020) <i>Armstrong's handbook of human resource management practice</i> . Fifteen edition., London, England; New York, New York; New Delhi India: Kogan Page.	☒

Essential	Mullins, L.J. (2019) <i>Organisational behaviour in the workplace</i> . Twelfth edition. Harlow, United Kingdom: Pearson Education Limited.	☐
Further	Rees, W.D. (2015) <i>Skills of management and leadership: managing people in organisations</i> . London, [England]; New York, New York: Macmillan Education; Palgrave.	☒
Further	Wellington, P. (2011) <i>Effective people management [electronic resource]</i> . Philadelphia; London: Kogan Page.	☐
Further	Hutchinson, S., & CIPD. (2013). <i>Performance Management</i> . London: Chartered Institute of Personnel and Development.	☐
Further	Leatherbarrow, C., Fletcher, J., (2014). <i>Introduction to human resource management: A guide to HR in practice</i> . 3rd ed. London: Chartered Institute of Personnel Development.	☐

Module Code	LCLM5003
Title	Project Management
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To enable the student to critically evaluate current and emerging project management methodologies and recognise how to apply them to real world situations.

LEARNING OUTCOMES

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

- Identify, and critically evaluate, the appropriateness and limitations of the main project management methodologies;
- Apply concepts and principles of project management to a real-world scenario and in so doing, be able to make a successful contribution to any project environment.

INDICATIVE CONTENT

- Building a work breakdown structure
- Identifying resources
- Building a schedule
- Creating a risk management plan
- Developing a change management plan
- Understanding team dynamics
- Gathering data and evaluating project schedule and cost performance
- Documenting lessons learned
- Closing contracts, accounts, and transitioning.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
A Project document portfolio which will contain proposals, evaluations, implementation plans, and any other supporting documents.	4000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5003	
Module Title	Project Management	
Classification	Reading List entry	Electronic*
Essential	Maylor, H. (2010) <i>Project management</i> . Fourth edition. Harlow, England: Pearson. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100107667702421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,project%20management&facet=tlevel,include,online_resources&offset=0	☒
Essential	Roberts, P. (2011) <i>Effective project management</i> . London, UK: Kogan Page. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99121511102421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,effective%20project%20management&offset=0	☒

Further	Field, M. & Keller, L. <i>Project Management</i> , London: Open University / Thomson Learning, 1998.	☐
Further	Heagney, J. (2012). <i>Fundamentals of project management</i> . (Online) New York: American Management Association.	☒
Further	Heerkens, G. (2015). <i>Project management</i> (A briefcase book). New York: McGraw-Hill.	☐
Further	Hughes, B. (2012). <i>Project management for IT-related projects</i> (2nd ed.). Swindon: BCS.	☐
Further	Maylor, H. (2010). <i>Project management</i> (4th ed.). Harlow: Financial Times Prentice Hall.	☒
Further	Reiss, G. (2015). <i>Project management demystified</i> , London: Routledge.	☐

Module Code	LCLM5004
Title	Managing Business Information
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To understand the importance of information systems and their role in modern business

LEARNING OUTCOMES

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

- Define an information system from both a technical and business perspective and describe important features of organisations that managers need to know about to build and use information systems successfully;
- Critically evaluate different types of electronic business systems;
- Identify and recommend appropriate management information system/systems to improve organisational performance

INDICATIVE CONTENT

- Information systems in global business today
- Information systems, organizations, and strategy
- IT infrastructure and emerging technologies
- Foundations of Business Intelligence: databases and information management
- Telecommunications, the Internet, and wireless technology
- Securing information systems
- Achieving operational excellence and customer intimacy: enterprise applications
- E-commerce: digital Markets, digital Goods
- Managing knowledge and Artificial Intelligence
- Enhancing decision making
- Building systems

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

- ☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group Presentation explaining the features of different information systems, comparison/evaluation of different information systems, etc.	10-15 minutes student	50%

Assessment Component 2 (Tick one)

- ☐ Written exam ☒ Coursework
☐ Practical

Mode of assessment	Volume	Weighting
Individual written proposal in response to a given case/scenario with appropriate recommendations to improve information system/s	2000 words	50%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5004	
Module Title	Managing Business Information	
Classification	Reading List entry	Electronic*
Essential	Laudon, K., & Laudon, J. P. (2021). <i>Management information systems: Managing the digital firm</i> . Global edition. Pearson: London	☒
Essential	Bocij, P., Greasley, A. and Hickie, S. (2019) <i>Business information systems: technology, development, and management for the modern business</i> . Sixth edition. Harlow, England: Pearson.	☒

Further	Tavana, M. (2017) <i>Enterprise information systems and the digitalization of business functions</i> . Hershey, Pennsylvania: IGI Global.	☒
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Module Code	LCLM5005
Title	Organisational Culture
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop an understanding of organisational culture and context in order to improve one's ability to function within organisational norms.

LEARNING OUTCOMES

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

- Critically assess the culture and context of an organisation;
- Evaluate an organisation within its broader environment using appropriate tools;
- Critically appraise the cultural and ethical behaviour present in organisations.

INDICATIVE CONTENT

- Impact of external forces on the organisation e.g., PESTLE and SWOT analysis
- Formal and informal relationships between departments and people
- Organisational culture, ethos, and values
- Establishing a culture of sustainability within the workplace
- Corporate social and environmental responsibility
- Personal ethical standards, values, and beliefs
- Communication channels for sharing information and building relationships
- Barriers to effective functioning in the organisation and ways to overcome them.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Individual Report	3000 words	70%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview based on the work submitted.	10-15 minutes per student	30%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5005	
Module Title	Organisational Culture	
Classification	Reading List entry	Electronic*
Essential	Mullins, L., & Christy, G. (2016). <i>Management & organisational behaviour</i> (Eleventh ed., Always learning). Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docId=alma99100126057802421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFullText=true&tab=Everything&query=any,contains,organisational%20behaviour&facet=tlevel,include,online_resources&offset=0	☒
Essential	Alvesson, M. (2013) <i>Understanding organizational culture. Second edition</i> . London: SAGE. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docId=alma99100329660202421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFullText=true&tab=Everything&query=any,contains,understanding%20organisational%20change&facet=tlevel,include,online_resources&offset=0	☒
Further	Browaeys, M., Price, M., & Price, R. (2011). <i>Understanding cross-cultural management</i> (2nd ed.). Harlow: Financial Times Prentice Hall.	☐

Further	Cork, T. (2011). <i>Unlocking great workplace culture</i> . Canadian HR Reporter, 24(19), 34.	☐
Further	Deal, P., Deal, J., & Prince, D. W. (2011). <i>Developing Cultural Adaptability How to Work Across Differences</i> (J- B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Handy, C. B. (1985). <i>Understanding Organizations</i> : 3rd ed. Harmondsworth: Penguin.	☐
Further	Prince, Hoppe, & Prince, Don W. (2011). <i>Communicating Across Cultures</i> (J-B CCL (Center for Creative Leadership)). Greensboro: Wiley.	☐

Module Code	LCLM5006
Title	Developing Emotional Intelligence Skills
Date	29/07/2022
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To develop students' understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

LEARNING OUTCOMES

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

- Critically explain the concepts of emotional intelligence and its relevance to the workplace;
- Critically evaluate and appraise the theories of emotional intelligence and mindfulness in the workplace;
- Apply the models of emotional intelligence to the workplace

INDICATIVE CONTENT

- Introduction to emotional intelligence and linked concepts, including Mindfulness- Based Approaches
- The importance of emotional intelligence in the workplace
- Workplace relationships and organisational culture – the impact of an emotionally intelligent and mindful approach on the development of empathy, improved performance, and greater well-being
- The value or otherwise of emotional intelligence within the context of workforce development and business advantage
- Definitions of emotional intelligence
- Emotional intelligence framework
- Links between what we feel and what we think
- Why how we feel affects our performance
- Personal improvement action plan

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

- ☐ Written exam Practical
 ☐ Coursework
 ☒

Mode of assessment	Volume	Weighting
Practical classroom exercise (e.g., poster or presentation)	5-10 minutes per student or equivalent	30%

Assessment Component 2 (Tick one)

- ☐ Written exam Practical
 ☒ Coursework
 ☐

Mode of assessment	Volume	Weighting
Individual written report	3000 words	70%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	70%
Practical	30%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM5006	
Module Title	Developing Emotional Intelligence Skills	
Classification	Reading List Entry	Electronic*
Essential	Goleman, D. (2009) <i>Emotional Intelligence: Why it can matter more than IQ</i> , New York: Bantam House.	☐
Essential	Singh, D. (2006) <i>Emotional intelligence at work a professional guide</i> . 3rd ed. New Delhi; Response Books. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100107576902421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,emotional%20%20at%20work&offset=0	☒
Further	Beard, A (2014), 'Mindfulness in the Age of Complexity', <i>Harvard Business Review</i> , 92, 3, pp. 68-73, Business Source Complete, EBSCOhost	☐

Further	Karelaia, N, & Reb, J. (2014), 'Improving Decision Making through Mindfulness', <i>INSEAD Working Papers Collection</i> , 43, pp. 1-37, Business Source Complete	☐
Further	Pereira, B. (2015), 'Mindfulness', <i>Professional Manager</i> , pp. 52- 55, <i>Business Source Complete</i> , EBSCO	☐
Further	Pickert, K. (2014), 'The Art of Being Mindful', <i>Time</i> , 183, 4, p. 40, Academic Search Premier, EBSCO host	☐
Further	Webb, K. (2014), 'How Managers' Emotional Intelligence Impacts Employees' Satisfaction and Commitment: A structural Equation Model', <i>IUP Journal of Organizational Behaviour</i> , 13, 2, pp. 7-24, Business Source Complete, EBSCOhost	☒

LEVEL 6

Module Code	LCLM6001
Title	Strategic Management for Business
Date	29/07/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of organisations' strategic direction via their interaction with the internal and external environment.

LEARNING OUTCOMES

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

- Critically appraise an organisation's strategic direction;
- Critically analyse the components of an organisation's internal and external environment;
- Critically evaluate strategic options and choices;
- Formulate new strategies for sustainable growth

INDICATIVE CONTENT

- Strategic management in different contexts; Corporate\level strategy and business level strategy
- Strategic management in practice; to include the strategic position, strategic choices strategy into action and development processes
- Strategic analysis; to include macro environment analysis using PESTEL and other frameworks, five forces framework, defining strategic groups and critical success factors
- Resource, competence, and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix
- Stakeholder expectation and organisational purpose; to include the importance of governance stakeholder mapping and ethical issues and their impact on strategic development
- Business level strategy and different methods of achieving sustainable competitive advantage
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management
- Strategic evaluation and selection; to include the various strategic development methods available to organisations (internal, acquisition and alliance).

Study Time Allocation

The allocation of teaching to deliver the module is:

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

Further	Johnson, G. (2017) <i>Exploring strategy: text and cases</i> . Eleventh edition. Harlow, England: Business Science Reference.	☒
Further	Carvalho, J.C. de A. (2019) <i>Strategy and superior performance of micro and small businesses in volatile economies</i> . Hershey PA: IGI Global.	☐
Further	Morden, T. (2016). <i>Principles of Strategic Management</i> (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	<i>The Academy of Management Journal</i> <i>The Academy of Management Review</i> <i>The Journal of Business</i> <i>Journal of Organizational Behaviour</i> <i>Management Science</i> <i>Management Technology Managerial and Decision Economics MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>The Review of Economics and Statistics</i> <i>Strategic Management Journal</i> <i>Harvard Business Review</i> <i>Marketing Week</i>	☒

Module Code	LCLM6002
Title	Design Thinking and Innovation
Date	29/07/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To provide students with a clear understanding on the design thinking process and its application in addressing complex real-world problems and challenges

LEARNING OUTCOMES

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

- Critically explore and differentiate design thinking from other types of thinking;
- Critically investigate the real-world problems and challenges and identify solutions to address the challenges;
- Critically assess the desirability, viability, and feasibility of the solutions.

INDICATIVE CONTENT

- What is Design Thinking?
- The essence of design thinking as a tool for creativity and innovation
- The role of design thinking in successful entrepreneurship
- How design thinking processes, techniques, mindsets, and applications are different from other types of thinking
- The role of conversations and observations in understanding societal problems
- Main elements in design thinking that help in investigating real-world problems and challenges
- Idea generation to solve the identified problems: Divergence and Convergence
- Prototypes
- Idea screening and test: desirability, viability, and feasibility as criteria for idea screening
- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra-, and inter-organisational level
- The process of innovation management
- The role of creativity within the innovation process, including emergent and prospective models of innovation
- The determinants of organisational innovation and organisational design
- The concepts and processes of closed v. open innovation
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies, and implications.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio tasks comprised with 4 - 5 elements supported with a final blueprint/poster demonstration	4000 words	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM6002	
Module Title	Design Thinking and Innovation	
Classification	Reading List Entry	Electronic*
Essential	Greetham, B. (2016) <i>Smart Thinking: How to Think Conceptually, Design Solutions and Make Decisions</i> . Palgrave: London.	☐
Essential	Luchs, M.G., Swan, S., and Griffin, A. (2014). <i>Design Thinking: New Product Development Essentials from the PDMA</i> . Hoboken, NJ: Wiley.	☐
Further	Brunswicker, S., & Van de Vrande, V. (2014). 'Exploring Open Innovation in Small and Medium-Sized Enterprises'. In <i>New Frontiers in Open Innovation</i> (p. <i>New Frontiers in Open Innovation</i> (Chapter 7). Oxford University Press.	☐

Further	Cook, P. (2016). 'Leading innovation, creativity, and enterprise'. <i>Industrial and Commercial Training</i> , 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). <i>Managing change, creativity & innovation</i> (Second ed.)	☐
Further	Foss, N., & Saebi, T. (2015). <i>Business Model Innovation the Organizational Dimension</i> . Oxford: OUP Oxford	☐
Further	Gyskiewicz, T., Gyskiewicz, S. S., & Taylor, S. (2011). <i>Making Creativity Practical Innovation That Gets Results</i> (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐

Module Code	LCLM6003
Title	Leading and Implementing Change
Date	29/07/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of the leadership and management of change.

LEARNING OUTCOMES

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

- Critically explain contemporary issues and their impact on business management;
- Critically analyse the relationship between environmental change and organisational capability;
- Critically analyse the nature of change and evaluate leadership in relation to change management;
- Apply models of change to appropriate business and organisational contexts.

INDICATIVE CONTENT

- Environmental change and organisational response
- Nature of the change process
- Planned and unplanned change
- Politics of change and conflict resolution
- Organisational change and culture
- Organisational change and structure
- Role of managers as change agents
- Hard and soft models of change
- Evaluating change.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	x	Coursework
	Practical		

Mode of assessment	Volume	Weighting
Portfolio of work relating to change management in response to a given case/scenario (which may include readiness assessment, staff training and development plan, communication plan etc.)	4000 words (total)	100%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM6003	
Module Title	Leading and Implementing Change	
Classification	Reading List Entry	Electronic*
Essential	Kotter, J.P. <i>Leading Change</i> , (2012), Harvard Business Review Press.	☐
Essential	R. Henderson, R. Gulati, & M. Tushman (eds.) (2015) <i>Leading sustainable change: an organizational perspective</i> . First edition. Oxford: Oxford University Press.	☐
Essential	Brunsson, N. (2017) <i>Reform as routine [electronic resource]: organizational change and stability in the modern world</i> . Oxford: Oxford University Press.	☐
Further	Cameron, E. (2012) <i>Making sense of change management [electronic resource]: a complete guide to the models, tools, and techniques of organizational change</i> . 3rd ed. London: Kogan Page.	☐
Further	Carnall, & By, Rune Todnem. (2014). <i>Managing change in organizations</i> (Sixth ed.). Harlow: Financial Times Prentice Hall.	☒

Further	Doherty, T., Horne, T., & Wootton, S. (2014). <i>Managing Public Services - Implementing Changes A thoughtful approach to the practice of management</i> (2nd ed.). Hoboken: Taylor and Francis.	☐
Further	Forsyth, P. (2012) <i>Managing change [electronic resource]</i> . Philadelphia; London: Kogan Page.	☒
Further	Schultz, K. & Hungerford, C., 2016 'Managing Change' <i>Journal of College Admission</i> , (232), p.42.	☐
Further	Dawson, P., & Andriopoulos, C. (2014). <i>Managing change, creativity & innovation</i> (Second ed.).	☐

Module Code	LCLM6004
Title	Research Methods for Business
Date	29/07/2022
Level	6
Credits	20
Pre-Requisites	

AIM(S)

- Provide an opportunity for students to develop apply independent skills in research, critical analysis, and communication

LEARNING OUTCOMES

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

- Demonstrate an advanced understanding of the significance of research and its applications to business practice;
- Demonstrate comprehensive understanding of tools and techniques applicable to their own research or advanced scholarship.

INDICATIVE CONTENT

- Using research to solve business problems and develop recommendations
- The role of literature in business research and formulating a research topic
- Qualitative research
- Quantitative research
- Developing a research proposal
- Research ethics and risk
- Writing your Individual Project Report

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research proposal	2000 words	50%

Assessment Component 2
(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic discussion based on the research proposal	20 Minutes	50%

Assessment Summary

Activity type	Percentage
Written	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM6004	
Module Title	Research Methods for Business	
Classification	Reading List Entry	Electronic*
Essential	Saunders, M.N.K., Lewis, P. and Thornhill, A. (2019) <i>Research methods for business students</i> . 8th edition. Harlow: Pearson. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100313060202421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&isFrbr=true&tab=Everything&query=any,contains,business%20research%20methods&facet=tlevel,include,online_resources&offset=0	☒
Essential	Adams, J. <i>et al.</i> (2007) <i>Research methods for business and social science students</i> . Second edition. New Delhi, India: Sage Publications. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100180600202421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,business%20research%20methods&facet=tlevel,include,online_resources&offset=0	☒
Further	Crowther, D. and Lancaster, G. (2009) <i>Research methods: a concise introduction to research in management and business consultancy</i> . 2nd ed. Oxford: Elsevier Butterworth-Heinemann. Available at: https://librarysearch.uwtsd.ac.uk/discovery/fulldisplay?docid=alma99100107673402421&context=L&vid=44WHELF_UWTSD:44WHELF_UWTSD_VU1&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine&tab=Everything&query=any,contains,business%20research%20methods&facet=tlevel,include,online_resources&offset=0	☒

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Module Code	LCLM6005
Title	Independent Project
Date	25/02/2025
Level	6
Credits	40
Pre-Requisites	None
DBS Check	May be required ☐ Not required ☒

AIM(S)

- To develop students' ability to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem, or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response;
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem-solving techniques applicable to this;
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management;
- Organise their knowledge and learning through use of a range of media and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry
- Conducting and writing literature reviews
- Ethical concerns and the research process
- Resource, project, and skills management processes and techniques
- Presenting and illustrating data and information
- Communication of general, specialist, technical ideas, and results
- Problem solving, creative, entrepreneurial thinking and approaches
- Collaboration, adaptability, and reflection

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	24	7%
Independent learning	376	93%
Placement learning	0	0%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	LCLM6005	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐

Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒
Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒