

School of Business
Faculty of Business and Management

BA Leadership and Management Skills for the Workplace

Programme of Study Handbook 2018-2019

LEVEL 5

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Introduction

This Handbook provides you with detailed information about your course, or Programme of study, and about the modules that will be offered for study at Level 5 in the academic years 2018/19 (Your terms 1 & 2), and 2019/20 (your term 3).

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.

Current Lecturing Staff

The following members of staff will be teaching on the BA Programme of Study:

Names and Contact Details

Name	Email
Brynach Heffernan (Programme Director)	brynach.heffernan@uwtsd.ac.uk
Marie Pitson (Level 5 Co-ordinator)	marie.pitson@uwtsd.ac.uk
Shehla Khan	s.khan@uwtsd.ac.uk
Dr Tahir Mushtaq	m.mushtaq@uwtsd.ac.uk

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Academic Years 2018/19 and 2019/20

The planned delivery pattern for modules to be taught during 2018/2019 and 2019/20 will be provided separately to students by the Programme Team Lecturers.

Examination boards – dates to be confirmed as required.

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- delay in obtaining your student loan;
- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Disclosure and Barring Service (DBS) – Enhanced

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for DBS checks

Modular Technology

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study may be defined as follows:

Level 4:

Achievement at Level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well-defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.

Level 5:

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Level 6:

Achievement at Level 6 reflects the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.

Level 7:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Assessment

At the start of each module, lecturers will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Module Lecturer for any forms of coursework that cannot be submitted via Turnitin.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website: [http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-](http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/)

[complaints-and-other-student-cases/](http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/)

Special needs in terms of assessment

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation

published on the Academic Office section on the University's website:
<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
<http://www.uwtsd.ac.uk/academic-office/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

- i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- ii) They attempt every assessment component of a module.
- iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
- iv) They submit work for assessment as required and in accordance with the required format and deadline.
- v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
- vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- viii) They keep a copy of work presented for assessment wherever feasible.
- ix) They make their work available for sampling for external examining purposes and for archiving.

Virtual Learning Environment (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**: tel: 0300 500 5055

email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. 0244056)

Level 5

All Level 5 students must normally pursue 120 credits at Level 5. The credit rating of each module is specified in the module details.

Modules

BMSK5001	Developing Workplace Critical Thinking	Comp	20 Credits
BMSK5002	Developing Relationships and Workplace Achievement	Comp	20 Credits
BMSK5003	Understanding and Engaging in the Customer Experience	Comp	20 Credits
BMSK5004	Managing Projects in the Organisation	Comp	20 Credits
BMSK5005	Workplace Culture and its Impact on Organisational Efficiency	Comp	20 Credits
BMSK5006	Knowledge and Information Management Skills for the Workplace	Comp	20 Credits

Full details of the teaching dates for these modules, are available separately from the Programme Team.

Module Descriptors

MODULE CODE: EMPL5001

TITLE: Developing Workplace Critical Thinking

DATED: 16/03/2017

LEVEL: 5

CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop a critical approach to workplace thinking based on established theoretical models.

LEARNING OUTCOMES

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

1. discriminate and analyse the difference between beliefs, attitudes and values within a workplace context;
2. critically assess their own beliefs, attitudes and value systems and their impact on workplace behaviour;
3. apply the critical assessment of an appropriate management theory to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently.

INDICATIVE CONTENT

- Basic principles of logic.
- Use of logic to establish causal relationships.
- Skills in presenting rational arguments and debating points of view.
- Value and purpose of reflection in supporting learning.
- How emotions, values and beliefs affect rational discourse.
- Techniques for comparing and evaluating alternative propositions critically.
- Inductive and deductive reasoning.
- Theories of management such as Human Relations, Scientific Management, Contingency Theory, Systems Theory, Bureaucratic Management.
- Significance of beliefs, attitudes and value systems in shaping human behaviour e.g. sustainability and future proofing.
- Relationship between beliefs, attitudes and value systems and culture and norms.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

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

Coursework

Essay or report format (4,000 words or equivalent)

75%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can apply critical thinking and evaluation in the context of beliefs, attitudes, value systems and management theories. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate the application of an appropriate level of workplace critical thinking and to conduct an evaluation of the agreed scenario. Relevant management theories must be identified, making clear why they are relevant to the student's role.

Exemplar: Student volunteer

As a result of a significant funding cut from Central Government, a local Careers Advisory Service for young people not in education or training (NEET) has been required to reduce the time that it is able to allocate to each client and rely more heavily on other forms of electronic rather than face-to-face communication. Using the various exercises identifying the value systems evidenced by the existing workforce, comprised mainly of retired volunteers, critically analyse the way in which this change of approach might be managed. Prepare a report for your Senior Manager outlining your critical thinking and the application of appropriate management theories to support your proposal.

The learning should be related to either their current organisation, or if not currently working within an organisation, they may complete this task in relation to an organisation with which they are familiar. This could include experience working in a voluntary capacity.

Assessment Component 2: 25%

An individual 10 minute presentation on the topic of Critical Thinking. Evidence will include a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
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 develop students' ability to think critically. To develop a critical approach to workplace thinking based on established theoretical models and these skills will be developed with regard to sustainability issues within the context of the workplace. Critical thinking is fundamental to not only a meaningful education, but also to being an active and engaged global citizen and a prospective employee. 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.	

MODULE CODE: EMPL5002

TITLE: Developing Relationships and Workplace Achievement

DATED: 16/03/2017

LEVEL: 5

CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop strategies for performance management and the personal and career development of individuals in the workplace.

LEARNING OUTCOMES

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

1. critically assess the potential benefits to the organisation of developing individuals in the workplace;
2. manage an individual's expectations in respect of personal development;
3. critically evaluate development vehicles available to an organisation appropriate to the development needs of the individual;
4. generate a detailed plan to meet the identified development needs of an individual in the workplace and the management of performance

INDICATIVE CONTENT

- Examining the expectations and requirements of people.
- Administering people in accordance with guidelines and career pathways.
- Managing career development of people.
- Managing performance and succession planning.
- Support structures within the organisation.
- Techniques for supervision and formal appraisal.
- Methods of ensuring fair and objective assessment/appraisal.
- Methods to monitor evaluate and record individual feedback.
- Reporting performance appraisal including the importance of confidentiality.
- Learning styles and the range of training/development opportunities available.
- Mechanisms to provide appropriate feedback to individuals.
- Career development strategies including the wider context of sustainability.

LEARNING AND TEACHING STRATEGY

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

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

Coursework

Essay or report format (4,000 words or equivalent) **75%**

This module is focused upon the development of workplace relationships and workplace achievement. Through the application of the skills and knowledge gained from the module to a workplace issue of their choice, the student will demonstrate that the application of developing workplace relationships and workplace achievement and how this can contribute to a better working environment, where successful collaboration between people within the same workplace is far more likely to take place. You should relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.

Exemplar: Student with an interest in physical fitness.

The new ownership and physical refurbishment of a local health and fitness club, acts as a catalyst for a review of effective staff deployment and development. The relatively small staff team have developed their existing roles through custom and practice rather than a structured approach. You are tasked with auditing current staffing structures, appraising individual's current performance and establishing a staff development programme for the business to improve its overall performance of the operation. Generate a proposal for the owner of the health club based upon your understanding of the key methodologies in this area. Show that you understand the principles of effective communication and the skills required to build trust, manage relationships, resolve conflict and secure workplace achievement.

Assessment Component 2: 25%

A poster or an individual 10 minute presentation on the topic of Critical Thinking. Evidence will include either a poster or a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
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 develop students' ability to develop workplace relationships and achievement. To develop strategies for performance management and the personal career development of individuals in the workplace. Numerous benefits result from building good workplace relationships, resulting in more meaningful, long term and sustainable connections. 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.	

MODULE CODE: EMPL5003

TITLE: Understanding and Engaging in the Customer Experience

DATED: 16/03/2017

LEVEL: 5

CREDITS: 20

JACS CODE: N200

AIM(S)

- To instil a critical understanding of quality systems and controls for customers.

LEARNING OUTCOMES

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

1. evidence a critical understanding of quality process in the workplace;
2. analyse the customers' experience of an organisation;
3. critically evaluate the benefits and challenges of developing and maintaining good customer relationships.

INDICATIVE CONTENT

- Quality modules and standards.
- Customer service.
- Customer centrality.
- Value and purpose of customer relationship management (CRM).
- Buyer seller relationships.
- Managing customer expectations.
- Buying decision making process: ethical considerations such as fair-trade, sustainable resources.
- Appreciation of the importance of quality control.
- Customer value.

Learning and Teaching Strategy

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment component 1

Coursework

Essay or report format (4,000 words or equivalent) 75%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate the importance of understanding and engaging in the customer experience. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: Student working in retail

A large retail chain has a centralised staff development programme linked to customer care for its full-time staff delivered through its central office. However it is seeking to improve its customer relations, particularly from those part-time supply staff working on a weekend. As a local manager with limited access to, and a relatively large turnover of staff who work on the weekend, how might you devise an effective customer experience programme for the "Saturday staff"

To complete this task you should:

Undertake an evaluation of a workplace quality system and controls, determining the impact on the customer experience. Within this you should provide evidence of a critical understanding of a quality process in the workplace. You should provide an analysis of the customer experience of an organisation. You are also required to provide a critical evaluation of the benefits and challenges of developing and maintaining good customer relationships.

Assessment Component 2: 25%

An individual 10 minute presentation on the topic of the Customer Experience. Evidence will include a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
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 instil a critical understanding of quality systems and controls for customers. Students should develop the ability to analyse customer experiences of an organization and to evaluate the benefits and challenges of developing and maintaining good customer relationships, with regard to sustainability issues within the context of the workplace. Customer experience is based on interactions with an organisation's products, services and representatives, therefore the sustainability of these experiences should be at the core of customer experience. 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.	

MODULE CODE: EMPL5004
TITLE: Managing Projects in the Organisation
DATED: 16/03/2017
LEVEL: 5
CREDITS: 20
JACS CODE: N200

AIM(S)

- To develop the understanding and ability to manage projects within the workplace.
- To develop knowledge and understanding of project management tools & techniques.

LEARNING OUTCOMES

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

1. critically assess the usefulness of project management tools and techniques for managing a project within an organisation;
2. plan the implementation of a project of appropriate complexity within a workplace;
3. critically evaluate their ability to manage a project.

INDICATIVE CONTENT

- Project sponsors, stakeholders and scope.
- Tools & techniques of project management.
- Project communication methods.
- Benefits of project management.
- Characteristics of project managers.
- Organisational structures to support projects.
- Types of project; the project life cycle, PRINCE2.
- Risk management techniques.
- Appreciation of soft skills e.g. leadership, management and communication
- Stakeholder analysis e.g. fair-trade initiatives, a green agenda.

Learning and Teaching Strategy

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment component 1

Coursework

Essay or report format (4,000 words or equivalent)

75%

Globalisation, increased competition and customer satisfaction remains some of the key drivers for change. New Graduates can be frequently involved in managing and contributing to Projects that introduce change. This module require student to engage in a workplace change with the application of project management tools and techniques to implement and evaluate a workplace change.

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate the importance of managing projects in the organisation. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: Student working in administrative capacity

A strategic decision has been taken to move the current activity with your department from a paper - based to a paperless system over a two year period, to support an agenda linked to sustainability and cost reduction. You have been asked to manage this particular project and prepare an action plan. Your action plan should also include a critical assessment of the usefulness of the various project management tools and techniques for managing a project within this context together with an evaluation of your own ability to manage the project.

Assessment Component 2: 25%

A poster or an individual 10 minute presentation on the topic of Project Management. Evidence will include either a poster or a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
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 develop the understanding and ability to manage projects within the workplace, including the knowledge and understanding of project management tools and techniques, with regard to sustainability issues within the context of the workplace. Sustainability in project management is about balancing or harmonizing social, environmental and economic interests in a project. 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.	

MODULE CODE: EMPL5005

TITLE: Workplace Culture and its impact on Organisational Efficiency

DATED: 16/03/2017

LEVEL: 5

CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

1. critically assess the culture and context of an organisation;
2. evaluate an organisation within its broader environment using appropriate environmental and organisational analysis techniques;
3. critically appraise the cultural and ethical behaviour present in one or more 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.

Learning and Teaching Strategy

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment component 1

Coursework

Essay or report format (4,000 words or equivalent) 75%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate the importance of understanding workplace culture and context in order to improve one's ability to function within the organisational norms. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: Student working in health care

Using your experience within the private care home sector for the elderly, demonstrate that you have developed an understanding of the culture and context of this organisation. You should evaluate the care home within its broader environment using appropriate environmental and organisational analysis techniques. Examine the implications of the policies, procedures and legal requirements that are relevant to your area of work. Evaluate the cultural and ethical behaviour present in the organisation. You should also demonstrate your understanding of your own ability to function within organisational culture and ethical norms.

Assessment Component 2: 25%

An individual 10 minute presentation on the topic of Workplace Culture and its impact on organisational efficiency. Evidence will include a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written	
Coursework	75%
Practical	25%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
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 develop the understanding of workplace culture and context in order to improve one's ability to function within the organizational norms, with regard to sustainability issues the context of the workplace. Embedding sustainability in organizational culture is essential and this module will seek to instil an awareness of the need for a culture of sustainability in the workplace. 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.	

MODULE CODE: EMPL5006
TITLE: Knowledge and Information Management Skills for the Workplace
DATED: 16/03/2017
LEVEL: 5
CREDITS: 20
JACS CODE: N200

AIM(S)

- To develop understanding of the challenges of managing knowledge and information within an organisation.
- To identify and apply appropriate management information systems.

LEARNING OUTCOMES

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

1. evaluate the concept and importance of knowledge management in terms of an organisation's knowledge assets and their management;
2. understand the key knowledge management processes required for organisational development;
3. develop a framework for establishing a knowledge management culture.

INDICATIVE CONTENT

- The relationship between data, information, knowledge and wisdom.
- Information sources.
- Capturing valuable information.
- Information flow and information overload.
- Searching for and identifying valuable information.
- Information storage.
- Information life cycles.
- Managing information risk.
- External factors and sustainability within knowledge and information management.

Learning and Teaching Strategy

Through practical activities and seminar presentations, students will be introduced to appropriate theoretical models and methodological frameworks to inform personal experiences and examples drawn from the workplace. Critical reflection will be integral to each formative exercise which will challenge each student to demonstrate their knowledge and understanding in a variety of ways appropriate to the workplace.

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
	No
If yes please provide brief details (no more than 100 words):	
This module aims to develop the understanding of workplace culture and context in order to improve one's ability to function within the organizational norms, with regard to sustainability issues the context of the workplace. Embedding sustainability in organizational culture is essential and this module will seek to instil an awareness of the need for a culture of sustainability in the workplace. It is now widely recognized that knowledge assets and technological enhancements are essential strategic resource for any organisation to achieve sustainability and competitive advantage 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.	

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment component 1

Coursework

Essay or report format (4,000 words or equivalent) 75%

Within this module, the assessment requires the student to identify and agree a specific organisational context in which they can demonstrate the importance of understanding that the effective creation, sharing, storing and management of information is an essential prerequisite of the development of good knowledge management development practices. The specific organisational context should be sufficiently complex so as to allow the student to demonstrate an evaluation of the agreed scenario.

Exemplar: A Student volunteer for housing charity

Demonstrate that you have an understanding of the concept and importance of knowledge management in terms of an organisation's knowledge assets and their management. Identify the key knowledge and information required for operational efficiency within the housing charity. What factors specific to this particular workplace context should be considered? Are there any key knowledge management processes currently not in operation that could be applied? What steps would you take to further develop a framework for establishing a knowledge management culture?

Assessment Component 2: 25%

A video or an individual 10 minute presentation on the topic of Knowledge and Information Management. Evidence will include a PowerPoint presentation.

Assessment Summary

Activity type	Percentage
Written	
Coursework	75%
Practical	25%
TOTAL	100%