



MODULE SPECIFICATION

| Part 1: Information | | | |
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| Module Title | Personal and Organisational Management | | |
| Module Code | UFCFQD-15-M | Level | Level 7 |
| For implementation from | 2019-20 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Environment & Technology | Field | Computer Science and Creative Technologies |
| Department | FET Dept of Computer Sci & Creative Tech | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: The syllabus includes:</p> <p>Introduction to Personal and Organisational Management: Overview of the module; what do we mean by personal management; what do we mean by organisational management; key theories and practice.</p> <p>Personal Data Management and Content Curation: Understanding our own approach to how we manage our personal data and information; looking at a range of social media tools to support our personal data management.</p> <p>Managing yourself and others: Presentation Skills and Writing Strategically: Opportunity to learn about good presentation techniques, tools and practice; learning how to write effective reports, summaries and strategic documentation. Designing communications; analysing your audience; researching and developing content.</p> <p>Managing yourself and others: Interpersonal Skills and Team Management: what are interpersonal skills and why they are</p> |

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essential skills for managers; employability skills; managing teams – theory and practice.

Change Management:

How to manage change in a library and information services environment; key change management theories; analysis of forces and opportunities for change; planning, managing and evaluating change; assessing and meeting development needs of staff.

Introduction to the PKSB (full framework) and Assessment Tutorials: Introduction to the Personal Knowledge and Skills Base framework to analyse skills and development needs; exploring the role of the assessment process.

Financial Management – Managing the Library Budget:

Why we budget; role of the manager in financial decision making; budget models; income generation Marketing and Promotion.

Planning a marketing and promotion strategy:

Investigating the role of effective marketing and promotion plans for a library and information service; tools and techniques; 7 stage marketing planning.

Workforce Planning – business plans, service plans and profiling your workforce:

Investigating strategic workforce planning models; succession planning; workforce challenges; workforce profiling tools.

Talent Management: Training and Compliance:

Attracting, managing and developing talent; effective appraisals; the brand called YOU!

Effective Leadership:

What is a leader; key leadership theories; evaluating your own leadership style.

Professional Networks and CPD:

What is networking and how is it beneficial to managers; key networking tools for effective information gathering; maintaining your CPD.

Teaching and Learning Methods: Scheduled learning during contact hours will involve a range of activities, focussed around group discussions and feedback, interspersed with lecture-style presentation of key concepts, short videos and occasional specialist speakers. Guidance on essential reading and other preparation for each session will be provided via the module web site where additional supporting materials and opportunities for students to contribute online will also be available.

Independent learning will include wider reading, selected by students individually, as well as observation of and reflection on practice and experience. Although a small proportion of contact time will be set aside for students to work together on a team-based assessed task, students will also be expected to devote approximately 20 additional hours to preparation and completion of assessments.

2 hours per week x 12 weeks (one semester) – lecture and discussion time with module tutor and guest lecturers. Supported by teaching materials on the VLE, with associated web discussion groups, collaborative learning tasks and assignment tutorials. Tutor also available by appointment and email.

Part 3: Assessment

Assessment Component A: Team presentation:

Students will work in teams to examine the standards and means of effective implementation and monitoring of change management processes within an information or library service of their choice. The emphasis will be on identifying appropriate change management processes to improve performance as well as appropriate means of evaluating improvement and progress against standards (and other relevant measures). Students' ability to convey the outcomes of their work via a team presentation will form part of the assessment.

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| Assessment Component B : Coursework The coursework will require students to use the Chartered Institute for Library and Information Professionals (CILIP) Professional Knowledge and Skills Base to assess their own skills and development needs applying a gap analysis methodology. Once completed students will select three areas of personal development to focus on and critically evaluate their approach to addressing those needs through the identification of training, reading, conferences or other CPD opportunities. The coursework will take the form of a professional report to their line manager of 3000 words. | | | |
| First Sit Components | Final Assessment | Element weighting | Description |
| Report - Component B | | 50 % | Professional development report (3000 words) |
| Presentation - Component A | ✓ | 50 % | Team presentation (40 minutes) |
| Resit Components | Final Assessment | Element weighting | Description |
| Report - Component B | | 50 % | Professional development report (3000 words) |
| Presentation - Component A | ✓ | 50 % | Individual presentation |

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | |
|---|---|---------------------------------|------------------|---|-----|---|-----|---|-----|---|-----|--|-----|--|-----|
| Learning Outcomes | On successful completion of this module students will achieve the following learning outcomes: <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Communicate effectively, using a range of channels appropriate to the message and target audience</td> <td>MO1</td> </tr> <tr> <td>Reflect critically on their own and others' practice and identify development actions and opportunities</td> <td>MO2</td> </tr> <tr> <td>Contribute to strategic planning, policy development and service improvements</td> <td>MO3</td> </tr> <tr> <td>Identify enhancement opportunities in service management and delivery and make recommendations for change</td> <td>MO4</td> </tr> <tr> <td>Make an effective contribution to the management and delivery of a team task</td> <td>MO5</td> </tr> <tr> <td>Demonstrate a critical and reflective approach to personal development</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Communicate effectively, using a range of channels appropriate to the message and target audience | MO1 | Reflect critically on their own and others' practice and identify development actions and opportunities | MO2 | Contribute to strategic planning, policy development and service improvements | MO3 | Identify enhancement opportunities in service management and delivery and make recommendations for change | MO4 | Make an effective contribution to the management and delivery of a team task | MO5 | Demonstrate a critical and reflective approach to personal development | MO6 |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | |
| Communicate effectively, using a range of channels appropriate to the message and target audience | MO1 | | | | | | | | | | | | | | |
| Reflect critically on their own and others' practice and identify development actions and opportunities | MO2 | | | | | | | | | | | | | | |
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| Contact Hours | <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">126</td> </tr> <tr> <td style="text-align: right;">Total Independent Study Hours:</td> <td style="text-align: center;">126</td> </tr> </tbody> </table> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: left;">Scheduled Learning and Teaching Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">24</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 126 | Total Independent Study Hours: | 126 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 24 | | | | |
| Independent Study Hours: | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 126 | | | | | | | | | | | | | | |
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| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | |
| Face-to-face learning | 24 | | | | | | | | | | | | | | |

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| | Total Scheduled Learning and Teaching Hours: | 24 |
| | Hours to be allocated | 150 |
| | Allocated Hours | 150 |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/index.html</p> | |

| Part 5: Contributes Towards | |
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| <p>This module contributes towards the following programmes of study:</p> <p>Information Management [Sep][PT][Frenchay][2yrs] MSc 2019-20</p> <p>Information Management [Sep][FT][Frenchay][1yr] MSc 2019-20</p> | |