



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Personal and Management Development				
Module Code	UINXM8-30-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Business		
Contributes towards	BA (Hons) Sports Business Management; FdA Sports Business Management				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2013		Valid to	01 September 2019	

CAP Approval Date	22 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will have:</p> <ol style="list-style-type: none"> 1 Self-awareness; evaluating own strengths and weaknesses, establishing the need for continual personal development with a view to employability within a variety of business sectors (B). 2 Will be able to work autonomously and as part of a team whilst maintaining effective team leadership using appropriate methods of communication, motivational techniques, interpersonal skills, problem solving skills and meeting obligations towards others (A, B). 3 Knowledge and understanding of leadership styles, delegation, conflict resolution, motivation, negotiation and influence (A, B). 4 The ability to demonstrate undergraduate skills such as memory, analysis and synthesis, visual processing and the management of information in order to improve written work, presentation skills and group work (A, B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Self-awareness and development of skills/ability portfolio, setting of personal objectives, autonomous learning and self-motivation. 2 Communication, interpersonal, mentoring, persuasion, decision making, planning skills, ability to give influential pep talks. 3 Self-assessing, evaluating and reflecting upon own and also work carried out within a group or team. 4 Definition of a workplace team including advantages and disadvantages. 5 Team management; Training needs analysis, team cycles. 6 Team and organisational objectives. 7 Functions and responsibilities of a team leader; controlling group performance, conflict management, listening skills, compassion, vision and strategy. 8 Differences between leadership and management, characteristics of a leader. 9 Leadership styles; uses/behaviours/impacts/outputs.

	<p>10 Organisational employment policies; timekeeping, absenteeism, conduct, attitude interactive behaviour.</p> <p>11 Managing under-performance.</p> <p>12 Motivational models and reward management.</p> <p>13 Fully incorporates learning outcomes of Institute of Leadership & Management level 2 certificate.</p>															
Contact Hours	<p>Indicative delivery modes:</p> <table data-bbox="389 421 1069 548"> <tr> <td>Lectures, guided learning, seminars etc</td> <td>66</td> </tr> <tr> <td>Self-directed study</td> <td>86</td> </tr> <tr> <td>Independent learning</td> <td>148</td> </tr> <tr> <td>TOTAL</td> <td>300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self-directed study	86	Independent learning	148	TOTAL	300							
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Teaching and Learning Methods	<p>Teaching and Learning Strategy of the module is organised using a blend of lectures and seminars. The split being a lecture supported by a seminar. This is supported with essential reading, case study preparation, assignment preparation and completion.</p> <p>Scheduled Learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and reference to work-based learning where appropriate.</p> <p>Independent Learning Students will be required to engage with essential reading, case study preparation, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below.</p> <p>Virtual Learning Environment (VLE) This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p> <p>Careers Sessions Delivered via ad hoc sessions, student study weeks and self-directed learning. Students are expected to attend those sessions that will aid them in: the identification of future potential careers, the development of skills pertinent to potential careers and the acquisition of knowledge relevant to making successful applications for work experience that may support wider development and assessment opportunities.</p> <p>Independent Learning In addition to scheduled learning, there is an expectation that students will spend approximately 148 hours [known as guided learning hours which will be spread over the entire academic year] on their own independent learning. This will include; essential reading, the completion of a personal development portfolio, ILM tasks as well as assignment preparation and completion.</p>															
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table data-bbox="389 1771 1449 2027"> <tr> <td colspan="4">Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">30</td> </tr> <tr> <th style="background-color: #d3d3d3;">Hours to be allocated</th> <th style="background-color: #d3d3d3;">Scheduled learning and teaching study hours</th> <th style="background-color: #d3d3d3;">Independent study hours</th> <th style="background-color: #d3d3d3;">Placement study hours</th> <th style="background-color: #d3d3d3;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">152</td> <td style="text-align: center;">148</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </table>	Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	152	148	0	300
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <p>1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam.</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="1" data-bbox="389 591 1059 728"> <tr> <td>Written exam assessment percentage</td> <td>40%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	40%	Coursework assessment percentage	60%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p>Core Readings There is no set text for this module; the breadth of subjects requires the student to select appropriate texts from the indicative reading list below. Module guides will reflect the range of reading that is pertinent to the syllabus content.</p> <p>Further Readings Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>								
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Armstrong, M., (Current Edition). <i>Managing Activities</i>. London: Institute of Personnel and Development • Clark. (Current Edition). <i>How to give effective business briefings: effective techniques for relaying information to and obtaining feedback from employees</i>. London: Kogan Page • Covey, S., (Current Edition). <i>The seven habits of highly successful people</i> London: Simon & Schuster, • Eales-white, R., (Current Edition). <i>The effective leader</i>. London: Kogan Page • Hollyforde, S and Whiddett, S., (Current Edition). <i>The motivation handbook</i>. London: Chartered Institute of Personnel Development • Pardey,D., (Current Edition). <i>Leading teams</i>. Lichfield: London: Institute of Leadership and Management. • Pedler, M, (Current Edition). <i>A manager's guide to self-development</i>, Maidenhead: McGraw-Hill Publishing Company. 								

Part 3: Assessment

Assessment Strategy

The assessment strategy for this module uses a combination of a personal learning portfolio (PLP), three on-programme ILM assessments, and a case study exam.

The focus of the assessment range is based upon the three functional elements of the module; the individual, the team and its leadership. The PLP and ILM assessments will focus upon the personal development of the student and their understanding of a team and its development. The case study will draw upon the understanding of team leadership and its application towards team management. These assessments are summative, formative assessment will be given during the module delivery; this will centre upon the formation of the students PLP and assessment preparation activities in readiness for the ILM assessments

The PLP and ILM assessments comprise the coursework element of the module and the case study represents the exam element.

Personal Learning Portfolio

Students will be required to register at least 70% class attendance in order to qualify for the personal learning portfolio assessment. Registration in class will be the responsibility of the student and evidence included within the portfolio.

This assessment will facilitate the self-development of the undergraduate, whilst reflecting upon their autonomous, team and leadership skills. This will culminate in a written portfolio that demonstrates an ability to harness the student's experiential learning in order to meet the self-development outcomes within this module.

A complete portfolio will include:

- 1 Evidence of 70% attendance via attendance log.
- 2 Formative class exercise.
- 3 Three ILM assessments as detailed below.
- 4 1500 word critical reflection of experiential module learning.

Institute of Leadership and Management Assessments

As part of this module students will have the opportunity to attain an ILM level 2 leadership and team skills award. The following three assessments are embedded within the Personal Learning Portfolio and form part of the coursework for the module.

In order to attain the ILM award the 3 assessments shown below will need to be passed at a pass rate of 50% or above.

- 1 Improving performance of the work team (Compulsory).
- 2 Leading your work team (Compulsory).
- 3 Developing the team (Compulsory).

Case Study Exam

The case study is based upon understanding the self in relation to the leadership of others and the functional processes that accompany good team management and development i.e. leadership, rewards, motivation, resourcing etc. This will provide an opportunity for the learner to demonstrate their understanding and knowledge of teams using a scenario that invites analysis, synthesis and evaluation. Students will be expected to appraise the case using theory, applied practice and recommendations.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Identify final assessment component and element

Case Study Examination.

% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1 Case Study Exam (2 hours)	100%	
Component B Description of each element	Element weighting	
1 Personal Learning Portfolio (incorporating ILM Assessments)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1 Case Study Exam (2 hours)	100%	
Component B Description of each element	Element weighting	
1 Personal Learning Portfolio (incorporating ILM Assessments)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		