

## ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Management				
Module Code	UMODL7-15-1		Level	1	Version1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	FBL		Field	Organisation Studies	
Department	BBS: Business and Management		Module Type	Standard	
Contributes towards	BA (Hons) Leadership and Management Practice				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
First CAP Approval Date	14 July 2016		Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Show the importance of an awareness of self and of others (Component A)</li> <li>2. Develop a range of skills both academic and practical in managing the student's role within the university to underpin progress through the programme (component B)</li> <li>3. Develop information literacy and critical thinking skills and the ability to identify, and evaluate relevant literature (Component A)</li> <li>4. Identify and understand the behaviours, structures and processes that are part of everyday life in organisations and evaluate the taken-for-granted assumptions about the working world (Component A and B)</li> <li>5. Develop an essential understanding of the basic theories relevant to the management of work organisation and identify and understand the limitations inherent within these theories (Component A and B)</li> <li>6. Apply management skills and ideas to analyse their own practice and that of others in their organisations (Component A and B)</li> </ol>
Syllabus Outline	<p>The aim of the module is to contextualise within their own practice key elements of management of others and of self. The syllabus will include learning contracts to ensure that students are in a collaborative, supportive relationship with a mentor in their respective workplaces.</p> <ul style="list-style-type: none"> <li>• Theories of learning</li> <li>• Learning styles</li> <li>• Production of managerial knowledge – the rise of management ideas and</li> </ul>

	<p>concepts</p> <ul style="list-style-type: none"> <li>• Organisations in the 21st Century: The history of organisational life and new forms of organising in the contemporary world</li> <li>• Emotional intelligence</li> <li>• Motivation - personal and of others</li> <li>• Management skills – managing and leading self and others, working in groups and teams, understanding and navigating through organisational interests and politics, developing power and working with resistance</li> <li>• Academic skills essay writing, use of library resources, plagiarism, use of Peeblepad for portfolio referencing skills etc</li> <li>• Information literacy – searching for and evaluating information in management research</li> <li>• Introduction to critical thinking</li> <li>• Reflective writing</li> </ul>
Contact Hours	<ul style="list-style-type: none"> <li>• The module will typically be studied on a day release basis, although employer preference may dictate a different delivery pattern. Contact time per module will equate to 3 hours per week over a 12 week teaching block.</li> <li>• There is a focus on flipped delivery supported by technology, here the delivery of core theoretical concepts moves from the classroom into the online space and face to face sessions focus on collaborative learning, sense making and sharing of experiences. Post session (face to face) online activities help the student to apply their learning to the context of their organisation and personal and professional development.</li> </ul> <p>The module will using a mixture of whole group teaching and small group work. Students will be expected to prepare for the seminar activities and clear guidance will be given on the content of that preparation within the module handbook.</p>
Teaching and Learning Methods	<p>This module will enable the student to explore the management of self and others within their own workplace. This course will adopt participative class lectures, case assignments, in-class exercise, group project/presentation and class participation as methods of learning. The workshops/seminars will provide facilitation supporting the student and developing their ability to enquire, thereby deepening their knowledge and understanding of self and the topic being explored. The workshops/seminars will introduce themes and take a reflective approach, utilising inquiry and problem solving activities based around their own experiences, and supported by a negotiated learning contract. The philosophical underpinning that informs the pedagogical approach on this module is Fink's 'Active Learning' (2003). This approach moves away from 'passive learning', where students might simply sit and copy notes from a board, and finds better ways of engaging students in a learning process. Active Learning allows for creativity, fun and intellectual stimulation. Meaningful forms of active learning include; experiences of 'doing' and 'observing', and dialogue with 'self' and with 'others'.</p> <ul style="list-style-type: none"> <li>• Doing: any learning activity where the student actually does something. Including: critiquing an argument or piece of academic writing, analysing a case study, building something as a group, giving a presentation.</li> <li>• Observing: whenever a student watches or listens to someone else 'doing' something that relates to what they are learning about. This might be observing a film, listening to others discuss a topic or watching a documentary.</li> <li>• Dialogue with Self: when a student thinks reflectively about a topic or an experience. Students should ask themselves what they think or how they feel about the topic or what has happened to them.</li> <li>• Dialogue with Others: this can take many forms. This might involve students listening to lectures and reading textbooks. This also involves a more 'dynamic' form of dialogue, such as small group discussions, and even dialogue conducted online.</li> </ul> <p>The learning contract is a key part in the development of the student's development in</p>

the module and programme; it is designed in agreement with the employing organisation giving clarity on the aims and objectives for both the module and self.

This module is centred on students 'learning by doing' and the emphasis is located on problem-posing learning rather than rote teaching. The specific teaching and learning methods of this module are grounded in the principles and practice of action learning. The approach will be developmental and students will be expected to make a substantial contribution to the content and conduct of the module.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

#### Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				
				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	36	114	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	50%
Practical exam assessment percentage	50%
	100%

#### Reading Strategy

##### Reading Strategy

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the Library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such

	<p>resources effectively.  <a href="http://www1.uwe.ac.uk/library/usingthelibrary/teachingstaff/readingstrategies.aspx">http://www1.uwe.ac.uk/library/usingthelibrary/teachingstaff/readingstrategies.aspx</a></p> <p>Students will undertake a library visit to ensure they are able to access all sources of material required of them</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.</p> <ul style="list-style-type: none"> <li>• Bolton, G. (2001) Reflective Practice: Writing and Professional Development. London: Paul Chapman Publishing.</li> <li>• Boud, D., Keogh, R. and Walker, D. (1994) Reflection: Turning Experience into Learning. London: Kogan Page.</li> <li>• Burns, T. and Sinfield, S. (2012) Essential Study Skills: The Complete Guide to Success at University, 3rd ed. London: Sage.</li> <li>• Handel, M.J. (2003) The sociology of organizations. Classic, Contemporary, and Critical Readings. Thousand Oaks, CA: Sage.</li> <li>• Knights, D. and Wilmott, H. (2012). Introducing Organisational Behaviour and Management, 2nd ed., Cengage Learning.</li> <li>• Northedge, A. (2005). The Good Study Guide. Milton Keynes: Open University Press.</li> </ul>

Part 3: Assessment	
Assessment Strategy	<ul style="list-style-type: none"> <li>• The aim of the module is to place the learning in the context of the candidates own organisation and their own experiences therein</li> <li>• The presentation is aimed at providing the student with an opportunity to identify and analyse an issue within their organisation and present their thoughts and idea on possible solutions. The presentation will be in the exam period</li> <li>• The portfolio is designed to provide a range of activities which will allow students to show their development of a range management and academic skills throughout the module. The assignment will allow students to be able to reflect on the development of these skills</li> </ul>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 50%	B: 50%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (20 mins including Q&A)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Reflective essay based on a Learning Portfolio (1500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Reflection on learning in context (1500 words)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Reflective essay based on a Learning Portfolio (1500 words)	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	