

# Module Description template

(\* indicates section is optional)

Module title: **Orientation (BA Applied Management)**

Module code: **TBC**

Business School

Level: 4

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 0

Number of ECTS credits: 0

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: no cap

Current from: April 2017

## Summary module description:

This module will introduce students to chartered manager degree apprenticeship and the BA Applied Management. Recognising that students will come from a range of backgrounds and may be engaging with higher education for the first time or returning after a gap, the module will start the process of developing academic literacy and preparing students for effective study.

## Aims:

The module begins the process of helping students understand the purpose and nature of the Chartered Manager Degree Apprenticeships and its requirements for education, personal development and student output.

The module aims to prepare students to:

1. Engage with the requirements for achieving Chartered Manager status in the context of the degree.
2. Set expectations on their engagement with the programme and good study practice.
3. Reflect on own their needs in terms of developing efficient learning practices.
4. Commence the process of planning their learning.
5. To install a sense of community within the cohort.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To examine how the course structure and philosophy together with their own situation and needs may dictate their approach to and engagement with the programme.
2. To identify areas where they need to improve academic literacy or study skills.

3. To interpret the requirements of the overall apprenticeship assessment into a personal action plan
4. To identify personal objectives and success factors for the course.

*Additional outcomes*

Students should commence the process whereby they will

1. Develop team build skills
2. Develop skills of critical writing and reading
3. Develop a reflective mindset

**Outline content:**

Students will

- Explore the philosophy, principles, structure and methods for the programme.
- Be introduced to sources of support included those relating to academic literacy and study skills.
- Be introduced to the processes and regulations for the programme.
- Explore how success on the programme can be achieved.
- Consider time management challenges.
- Engage in team building skills.
- Get to know their apprenticeship tutor.

**Brief description of teaching and learning methods:**

Students will be set a range of activities to prepare for an initial 2-day workshop. During which they will be introduced to the VLE. This will be used to extend the session using discussion boards and other activities. Students will need to engage with these to complete the formative assessments.

**Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	14		
Supervised time in studio/workshop			
Fieldwork			
External visits			

Work-based learning			
Guided independent study	21		
Placement			
Year abroad			
Total hours	35		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

There is no summative assessment for this module

	%
Written exam	
Written assignment, including essay	
Report	
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

Formative Assessment will include: a critical reading and writing exercise, a reflective writing exercise, a library search exercise, an academic good practice exercise.

***Penalties for late submission***

n/a

***Length of final examination***

n/a

**Requirements for a pass**

Submission of work for formative assessment

**Reassessment arrangements**

n/a

# Module Description template

(\* indicates section is optional)

Module title: **Organisations and People**

Module code: **TBC**

Business School

Level: 4

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

This module explores people as a resource that is available to organisations as they seek to achieve their objectives. It recognises and explores the specific nature of this resource in the sense that people are more than simply units of labour. It will explore individual difference and people as social beings. It will question issues of organisational effectiveness and performance.

## Aims:

The module aims to develop the students' understanding of the concepts and principles of the management of people and to evaluate and interpret these within the context in which their organisations operate.

It aims to prepare students to:

1. Reflect on themselves and others as individuals and how difference can impact engagement and performance, as well as helping them to identify and act on learning and development needs.
2. Understand their impact on others.
3. Engage with the complex processes by which individuals can contribute to organisational outcomes

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To account for differences in behaviour, performance and learning based on an understanding of individual difference and an individual's interactions with others and social groups.
2. To illustrate and explain different levels of engagement and motivation.
3. To assess how effectively an organisation uses its people.

### Additional outcomes

Students should additionally be able to demonstrate how they have:

1. Analysed their own performance and identify learning and development needs
2. Developed the capacity to apply a broad range of techniques for managing people
3. Analysed their interpersonal skills and take responsibility to develop these through engagement with all relevant stakeholders, in a professional and inclusive manner
4. Applied their thinking with adaptability and agility to changing organisational needs.

### Benchmarking:

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Awareness of self & others*; and *Management of Self*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered Manager Degree Apprenticeship .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria: *Takes responsibility, Inclusive, Agile, Professionalism*.

### Outline content:

Students will be required to explore individual difference and identity in the context of management challenges and the role of personal learning and development. They will question the way individuals may contribute to organisational aims. Students will be able to explore factors that contribute to engagement and motivation, both internal and external to the workplace. They will explore people as social beings and how this impacts behaviours and performance. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in the management of people.

### Brief description of teaching and learning methods:

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

### Contact hours

Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			

Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	20
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	80
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will work in groups to apply learning to an assessment of the way their organisation manages people which they will present (80%). They will be individually required to reflect on their group's work in terms of their personal practice (20%)

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Organisations and Resources**

Module code: **TBC**

Business School

Level: 4

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

This module explores the deployment of resources by organisations to achieve value and objectives, with a particular focus on financial and information resources. Students will be introduced to concepts of financial management and managerial accounting. The role and impact of information and technology in the workplace will be analysed, with consideration of the organisation's digital platform and its use of IT in monitoring (KPIs) and planning.

## Aims:

The module aims to develop the students' understanding of the concepts and principles of the management of financial and information resources and to evaluate and interpret these within the context in which their organisations operate.

The module aims to prepare students to:

1. Understand financial strategies, including budgets, financial management and accounting.
2. Understand approaches to the provision and analysis of financial reports.
3. Understand how digital information determines the commercial context in an organisational setting and how this changes over time.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To describe how their organisation deploys, reports, monitors and controls the deployment of financial resources as it seeks to achieve organisational objectives
2. To appraise financial information, reports and controls
3. To explain the importance of information to their organisation

4. To audit the effectiveness of the deployment of information and IT infrastructure

#### *Additional outcomes*

Students should demonstrate how they have:

1. Evaluated the importance of strategic financial management in relation to the organisational strategy
2. Assessed the key elements of financial planning and review
3. Assessed the commercial context that own organisation operates within
4. Assessed the contribution of information to sustained organisational success

#### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Business Finance*), which is set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf).

#### **Outline content:**

Students will be introduced to basic principles of financial management and management accounting. Students will examine concepts of budget management and will be introduced to tools to enable them to apply concepts within the context of their own organisation. They will explore the use of information by organisations and the infrastructure (IT) needed to support information assets, and how digital information informs business performance. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in the management of finance, information and IT.

#### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

#### **Contact hours**

Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			

Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will prepare a management report and supporting reflection on the deployment of learning on the manner in which their organisation deploys, monitors and controls financial and informational resources

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Organisations and Environment**

Module code: **TBC**

Business School

Level: 4

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from:

## Summary module description:

This module explores the organisation's environmental context. The module considers the influences on organisations including its consumers and competitors; the role and function of marketing; an appraisal of stakeholders; in addition to consideration for its local, national and/or international context. It will consider how this operating environment may be analysed and used to direct strategy. It will consider the key approaches to strategy formation.

## Aims:

The module aims to develop the students' understanding of the concepts and principles underpinning strategy and marketing and to evaluate and interpret these within the context in which their organisations operate.

The module aims to prepare students to:

1. Determine the nature of their customer
2. Appraise the effectiveness of the organisation's product offer for customers
3. Assess its environment and how this is changing.
4. Create approaches to developing strategies and solutions (products and services) to meet customer need.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. Use tools to analyse the organisation's environment.
2. Assess the effectiveness of its approach to marketing.
3. Appraise their organisation's strategy and the methods by which strategy is formed

### *Additional outcomes*

Students should demonstrate how they have:

1. Analysed the importance of innovation in product and design

2. Analysed approaches to innovation employed by own organisation making recommendations as appropriate
3. Demonstrated use of customer insight and data to determine and drive customer service outcomes and improve customer relationships

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Sales and Marketing*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Management\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Management_Degree_Apprenticeship_.pdf).

### **Outline content:**

This module has been designed to provide valuable practical and theoretical insights into key organisational issues and practices associated with strategy, its formation and marketing. Students will consider organisational contexts and how they may be analysed. Students will examine how organisations can respond to various opportunities. They will also consider theories and concepts around strategy and its formation, marketing, environmental and stakeholder analysis. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in this area.

### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

### **Contact hours**

Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			

Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will prepare a management report and supporting reflection on the deployment of learning on the manner in which their organisation deploys, monitors and controls financial and informational resources

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

**Penalties for late submission**

Standard penalties will apply see [here](https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf)  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

**Length of final examination**

n/a

**Requirements for a pass**

40%

**Reassessment arrangements**

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: Work-based project: Assessing Organisational Effectiveness

Module code: Providing School/Department: Henley  
Business School

Level: 4 Number of credits: 20

Terms in which taught: All Number of ECTS credits: 10

Module convenor: \*Other teaching staff:

Pre-requisites: None (see below) Co-requisites: none

Modules excluded: None

\*Module type: Maximum number of students:

Current from: April 2017

## Summary module description:

This module requires students to appraise and understand the effectiveness of their workplace and propose ways this can be improved. Through a work-based project, students will apply learning from the year to gain a better understanding of their organisation, its context and its ability to perform effectively with its context. It can be considered therefore as a 'capstone module'. The project will require students (as groups) to assess an element of organisational effectiveness. Students will be introduced to qualitative and quantitative research and approaches to project management.

## Aims:

The module aims to develop the students' understanding of their organisations and consider how effective they are by applying learning gained during the year. In addition they will acquire an understanding of the nature of evidence and the characteristics of valid qualitative and quantitative data.

The module also aims to prepare students to:

1. Evidence-based assessment of organisational context and effectiveness
2. Develop the enquiry, research and presentation skills that students need when conducting enquiries
3. Develop a knowledge and awareness of how an investigative project moves through key stages of planning, design, development, deployment and evaluation; through the application of risk management models, reporting methodologies, risk benefit analysis and considering H&S implications.
4. Identify project outcomes and report these.
5. Utilise project findings to suggest solutions.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To identify and select sources of data and information about their organisation and its context

2. To collect, analyse and present information to support decision making and conclusions
3. To create a robust argument supporting conclusions
4. To apply academic theory and current management models to inform analysis
5. To communicate information developed through a workplace investigation

### *Additional outcomes*

Students should demonstrate how they have:

1. Taken responsibility for each step of the project management process
2. Ensured full engagement with all relevant stakeholders in a professional and inclusive manner
3. Demonstrated adaptability and agility to changing organisational needs.
4. Engaged with colleague and stakeholder within their organisation and developed communications skills

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Project Management*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered Manager Degree Apprenticeship .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria: *Takes responsibility, Inclusive, Agile, Professionalism*.

This module is mapped against the following CMI level 5 module: (5002v1 Information based decision making), and forms part of the dual accreditation for the CMI level 5 Diploma in Management and Leadership. See <http://www.managers.org.uk/individuals/qualifications/cmi-level-5-management-and-leadership>

### **Outline content:**

Students, in groups, will be required to identify an area for investigation and the information they will need to gather and plan how this can be collected. This will be agreed with the organisation. They will also identify theory and models that will inform their analysis. They will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations although they will be introduced to ideas about the use of evidence and nature of valid qualitative and quantitative data. They will be allocated an academic supervisor. There will be an initial workshop to help them prepare, and there will be formative assessment of their planned approach. The student will be required to prepare a reflective commentary on their personal learning and implications for future practice. They will be required to demonstrate learning to peers and colleagues.

### **Contact hours**

Lectures			
Seminars			

Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	10		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	150		
Guided independent study	40		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	
Dissertation	
Portfolio	
Project output (other than dissertation)	100
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will prepare, as a group) a management report (70%) and a supporting individual reflection on academic learning (30%) on their project

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Personal Effectiveness: Understanding Myself and others**

Module code: **TBC**  
Business School

Providing School/Department: Henley

Level: 4

Number of credits: 40

Terms in which taught: All

Number of ECTS credits: 20

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

Informed heavily by coaching practice and theory, this module explores what it means to have a professional presence and how this can be developed; to reflect on the self as an individual and what this means in terms of personal practices and to explore ways of developing more effective working relationships. The module will introduce and deploy approaches to effective team working. The module will explore themes including managing difficult conversations, self-motivation and management, active listening and open questioning (coaching conversations), managing up. It will help students to engage with concepts around wellbeing and stress to increase resilience in the context of their studies. It will also seek to develop time management skills to support better planning and scheduling.

## Aims:

In this module, students will utilise a better understanding of themselves and their interactions with others to develop their professional presence and management skills.

The module aims to prepare students to:

1. Communicate clearly, effectively and regularly using oral, written and digital channels and platforms; and where appropriate to manage and chair meetings and apply influencing and persuading skills.
2. Use active listening and open questioning to structure conversations and discussions, and be able to challenge when appropriate.
3. Know how to maintain personal presence and present to large groups.
4. Develop an awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.
5. Work effectively in teams and contribute to the creation of effective teams.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To assess the need for and plan for personal professional development
2. To identify and acquire the resources required for personal professional development
3. To implement and evaluate a personal development plan, and to present effectively to the wider student group/stakeholder group
4. To evaluate different types of communication and the application of these, analysing their strengths and weaknesses in different contexts
5. To determine how to maintain professional presence
6. To build teams, empower and motivate others to improve performance or achieve outcomes
7. To delegate to others, provide clear guidance and monitor progress.

### *Additional outcomes*

Students should demonstrate how they have:

1. Taken responsibility for personal time management, goal setting, and prioritisation thereby demonstrating forward planning in a business environment with a focus on both outcomes and personal well-being.
2. Demonstrate how to use widely recognised tools and techniques to ensure the management of time and pressure effectively, including prioritisation and strategic alignment of activities.
3. Taken responsibility for each step of the personal development process
4. Analysed their interpersonal skills and taken responsibility to further development of these through engagement with all relevant stakeholders, in a professional and inclusive manner
5. Applied their thinking with adaptability and agility to changing organisational needs.

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Communication*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria: *Takes responsibility, Inclusive, Agile, Professionalism*.

### **Outline content:**

Students will be required to analyse, plan and implement a personal development plan that can be used throughout the duration of their studies to promote Self-awareness and Personal Development. Themes related to personal development, growth and change will be examined through self-awareness and reflection, in order to explore how to contribute to personal and organisational performance. They will also identify theory and models that will inform their thinking about the self and personal development. They will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations. They will be aspects of formal learning that will be supported through an extended learning path and workshops. They will work with their apprenticeship tutor to reflect this learning back into a development plan. There will be an initial workshop to help them prepare, and there will be formative assessment of their engagement and use of course

learning. The student will be required to prepare a reflective commentary on their personal learning and implications for future practice. They will be required to demonstrate learning to peers and colleagues.

### Contact hours

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	300		
Guided independent study	79		
Placement			
Year abroad			
Total hours	400		
Grand total hours			

### Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written exam	
Written assignment, including essay	
Report	85
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	15

Practical skills assessment	
Set exercise	
Class administered by School	

Whilst students will be supported to develop a portfolio of evidence, the assessment will predominantly be based on structured reflection on the learning achieved during the year. This will comprise a blog and end of module summary. In addition students will make two presentation to peers. Peers will assess the presentation against identified assessment criteria

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded through our the module. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here <https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Products and Services**

Module code: **TBC**

Business School

Level: 5

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

This module builds on the foundations laid in Organisations and the Environment to explore the principles of marketing and strategy in relation to the workplace more deeply. Themes include stakeholder analysis; strategic resources and competencies and their audit; opportunities and competition (external market evaluation); Markets and marketing: research; market segmentation; marketing mix and planning; sales strategy; innovation and product development.

## Aims:

The module aims to develop deeper knowledge and critical understanding of strategy and marketing. Students are supported to apply these skills as they scrutinise the way their organisations operate.

The module aims to prepare students to:

1. Develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.
2. Assess the drivers of organisational change.
3. Create marketing and sales strategies, to segment and target relevant markets and customers (global and local), through the analysis of opportunities and ways to market.
4. Innovate in relation to product and service design.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. Analyse and propose responses to opportunities and challenges in the organisation's current markets and/or sectors within which it operates
2. Develop and evaluate a marketing plan that contributes towards achieving strategic organisational objectives.

- Critically assess their organisation's strategy and the process of strategic formation.

#### *Additional outcomes*

Students should demonstrate how they have:

- Taken responsibility for each step of the personal development process
- Analysed their interpersonal skills and taken responsibility to further development of these through engagement with all relevant stakeholders, in a professional and inclusive manner
- Applied their thinking with adaptability and agility to a variety of organisational needs.

#### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Operational Strategy*; and *Sales and Marketing*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered Manager Degree Apprenticeship .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf).

This module is mapped against the following CMI level 5 module: (5008v1 Conducting a marketing plan), and forms part of the dual accreditation for the CMI level 5 Diploma in Management and Leadership. See <http://www.managers.org.uk/individuals/qualifications/cmi-level-5-management-and-leadership>

#### **Outline content:**

Students will examine the development of organisational strategies and plans, the development and delivery of operational plans and consider the factors impacting on effective marketing planning. They will explore the setting of targets and KPIs, management of resources, and monitoring and measurement of outcomes to establish operational effectiveness, efficiencies and excellence. Students will consider creative approaches to developing solutions to meet customer need, through the use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships. They will also identify theory and models that will inform their thinking and they will be required to report their findings. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in the areas of strategy and marketing

#### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

#### **Contact hours**

	Autumn	Spring	Summer
Lectures			

Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	30
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	70
Practical skills assessment	
Set exercise	

Class administered by School	test by	
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Students will work in groups to prepare a management presentation. There will be an element of peer assessment included. A supporting individual reflection on the deployment of learning on the organisations approach to strategy and marketing.

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Managing Key Resources**

Module code: **TBC**

Business School

Level: 5

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

This module builds from Organisations and Resources to explore the management of key resources for sustainable organisational success. The module further considers aspects of management accounting including forecasting and budgets, risk, balanced scorecard, KPIs; and financial reporting, organisational obligations, and key financial, procurement and legal functions. Human resources and HR practices are examined in the context of organisational strategy. HR practices including recruitment, talent management, performance management, diversity and responsible management of people are considered.

## Aims:

The module aims to develop deeper knowledge and critical understanding of the management of key organisational resources. Students are supported to apply these skills as they scrutinise the way their organisations operate.

The module aims to prepare students to:

1. Apply financial strategies to the workplace context
2. Understand approaches to procurement and contracting
3. Understand the line manager's role in relation to human resources and the relationship to HR specialist systems and processes
4. Know how to recruit, manage and develop people, using inclusive talent management approaches.

## Intended learning outcomes:

### Assessable outcomes

By the end of the module the student will be able:

1. To engage with and critically assess processes of management accounting
2. To describe the needs for and characteristics of effective financial reporting
3. To develop resource management plans including people, finance and organisational resources, and measures to monitor and control resource use

4. To appraise approaches to the strategic management of human resources
5. To identify aspects of good practice in the management of human resources

### *Additional outcomes*

Students should demonstrate how they have:

1. The ability to set goals and accountabilities
2. Applied their know-how to set goals and manage performance
3. The ability to understand and interpret financial accounts

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Business Finance*; and *Managing People*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf).

### **Outline content:**

Students will scrutinise management strategies for finance, people and organisational resources; applying general financial management practices to budgeting, planning and risk management. Students will examine concepts of procurement and contracting and will be introduced to tools to enable them to analyse these concepts within the context of own organisation. Students will explore HR strategies and review the effectiveness of their own organisations' strategy. They will examine inclusive talent management approaches and consider how this can be used to recruit, manage, and develop people. The module will examine use of HR systems and processes to ensure legal requirements, health and safety, and well-being needs are met. They will also identify theory and models that will inform their thinking. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in the management of key resources. They will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			

Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	89		
Guided independent study	90		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will prepare a management report and supporting reflection on the deployment of learning on the manner in which their organisation deploys, monitors and controls financial and informational resources

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see [here](https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf)  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Operations and Infrastructure**

Module code: **TBC**

Business School

Level: 5

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

The management of operations in today's rapidly changing environment is a key aspect of an organisation's strategic performance. An important element of operations involves the assessment and management of risk, to ensure processes are reliable and operations continues to meet customer demands. In addition, the role of operations managers in managing projects in this contemporary environment is crucial to achieve organisational success.

## Aims:

The module aims to develop deeper knowledge and critical understand of the management of operations, infrastructure and projects. Students are supported to apply these skills as they scrutinise the way their organisations operate.

The module aims to prepare students to:

1. Understand how to develop and implement organisational and operational strategy and plans.
2. Evaluate approaches to resource and supply chain management
3. To engage effectively with projects in the workplace
4. Evaluate factors influencing the taking and managing of risk, including monitoring and evaluation, and its impact on quality assurance

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To critical review organisational strategies and plans.
2. To audit and evaluate projects
3. To debate the notion of quality
4. To develop and deliver operational plans, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.
5. To produce reports that clearly present information and data, using a range of interpretation and analytical processes.

### *Additional outcomes*

Students should demonstrate how they have:

1. Analysed their own organisations strategy for resource and supply chain management
2. Interpret project life cycles and cross-functional working within their own organisation
3. Evaluated approaches to quality assurance

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Operational Strategy*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Management\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Management_Degree_Apprenticeship_.pdf).

### **Outline content:**

This module explores the organisation's operations and processes. Adopting a systems approach, students will consider operational monitoring and evaluation, quality assurance and supply chain management. Theories and concepts related to project life cycles and cross-functional working will inform an evaluation of the organisation's underpinning infrastructure. The strategic nature of information and technology, and its impact on performance will be considered. They will be expected to apply learning to their work place and be able to assess individual and organisational practice in the management of operations, infrastructure and resources. Students will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			

Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

Students will prepare a management report and supporting reflection on the deployment of learning on the manner in which their organisation deploys, monitors and controls financial and informational resources manages operations, infrastructure and resources

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	
Class test administered by School	

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: Work-Based Project: Exploring a Challenge

Module code: **TBC**  
Business School

Providing School/Department: Henley

Level: 5

Number of credits: 30

Terms in which taught: All

Number of ECTS credits: 15

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

This module requires students to plan and develop a work-based project, which will apply learning from the year to gain a better understanding of their organisation, its context, and its ability to perform effectively with its context. It can be considered therefore as a 'capstone module'. The project will require students (as individuals or groups) to assess a viable challenge for the organisation which has the capacity to make a difference. Students will be introduced to qualitative and quantitative research and approaches to project management to enable the monitoring of risk and the capacity for project evaluation and control.

## Aims:

In the modules, students will apply methods of enquiry to help that address an extant challenge in their organisation. They will be supported to reflect on the sufficiency of evidence for decision making.

The module aims to prepare students to:

1. Apply knowledge and awareness of how a project moves through key stages
2. Apply project management skills.
3. Develop problem solving and decision-making techniques.
4. Reflect critically of characteristics of evidence required to address a problem and reflect on the sufficiency of evidence for decision making.

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. Identify the components of project stages and lifecycle
2. Develop and implement a project plan, identify and mitigate risks,
3. To create a robust argument supporting conclusions
4. Work with data and people to demonstrate a capacity for problem solving.
5. Construct a monitor and review strategy

### *Additional outcomes*

Students should demonstrate how they have:

1. Taken responsibility for each step of the project management process
2. Ensured full engagement with all relevant stakeholders in a professional and inclusive manner
3. Demonstrated adaptability and agility to changing organisational needs.

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Project Management; Decision Making*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria: *Takes responsibility, Inclusive, Agile, Professionalism*.

This module is mapped against the following CMI level 5 module: (5009v1 Project development and control), and forms part of the dual accreditation for the CMI level 5 Diploma in Management and Leadership. See <http://www.managers.org.uk/individuals/qualifications/cmi-level-5-management-and-leadership>

### **Outline content:**

Students will be required to analyse, plan and implement a project that can make a difference for the organisation. This will be agreed with the organisation. They will also identify theory and models that will inform their analysis, monitoring and reviewing processes, including risk analysis and risk management planning. They will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations. They will be allocated an academic supervisor. There will be an initial workshop to help them prepare, and there will be formative assessment of their planned approach. The student will be required to prepare a reflective commentary on their personal learning and implications for future practice. They will be required to demonstrate learning to peers and colleagues.

### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops			

Supervised time in studio/workshop	14		
Fieldwork			
External visits			
Work-based learning	220		
Guided independent study	66		
Placement			
Year abroad			
Total hours	300		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	
Dissertation	
Portfolio	
Project output (other than dissertation)	80
Oral assessment and presentation	20
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will prepare a presentation together with management report and supporting reflection on the project

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Feedback will be provided on project proposal in workshops. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Personal Effectiveness: Leadership**

Module code: **TBC**

Business School

Level: 5

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 30

Number of ECTS credits: 15

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

Collaborative relationships are crucial in business particularly when problems are hard to define, unpredictable, changing, and where experience and knowledge of particular problems may not lead to the solution. This module explores the attitudes and skills required to take leadership responsibilities in the workplace through reflection, co-coaching, dialogue, shared leadership, adaptability and to be cognisant of complexity.

## Aims:

In this module, students will deploy theory and academic concepts to explore and develop their leadership and influencing skills

The module aims to prepare students to:

- Demonstrate awareness of the application of coaching, mentoring and conflict resolution principles
- Show critical engagement with models for examining collaborative relationships
- Work collaboratively with colleagues on a complex task
- Demonstrate an awareness of current leadership debates in a world of complexity
- To determine how effective leadership skills contribute to personal development planning

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able:

1. To demonstrate an understanding of the impact of different inclusive leadership styles and models on organisational performance.
2. To develop teams and support people using coaching and mentoring approaches.
3. Understand and provide explanations for organisational culture and diversity management.
4. To apply learning and an understand of context to assess the effectiveness of leadership

- To formulate a plan to develop personal leadership capabilities

#### *Additional outcomes*

Students should demonstrate how they have:

- Applied leadership concepts to personal development planning, identifying how their own leadership style impacts workplace situations.
- Identified and taken actions that support greater inclusion in the workplace.
- Proposed and evaluated actions that support the creation of a high performance work culture

#### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Leading People*) which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered Manager Degree Apprenticeship .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria:

*Takes responsibility, Inclusive, Agile, Professionalism.*

#### **Outline content:**

Students will be required to review and articulate organisational purpose and values and relate this to themselves and others. They will examine approaches to support the creation of an inclusive, high performance work culture; whilst considering how to enable others to achieve by developing and supporting them through coaching and mentoring.

They will use these concepts to plan the continued adapting and resourcing of a personal development plan that can continue to be used throughout the duration of their studies to enhance self-awareness and personal development. They will be required to report their findings. These will be shared with the apprenticeship provider.

#### **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations. They will be allocated an academic supervisor. There will be an initial workshop to help them appraise, evaluate and review, and there will be formative assessment of their evaluation. The student will be required to prepare a reflective commentary on their personal learning and implications for ongoing and future practice. They will be required to demonstrate learning to peers and colleagues.

#### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			

Fieldwork			
External visits			
Work-based learning	200		
Guided independent study	79		
Placement			
Year abroad			
Total hours	300		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	80
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	20
Practical skills assessment	
Set exercise	
Class test administered by School	

Whilst students will be supported to develop a portfolio of evidence, the assessment will predominantly be based on structured reflection on the learning achieved during the year. This will comprise a blog and end of module summary. In addition students will make two presentation to peers. Peers will assess the presentation against identified assessment criteria

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: Organisational Growth

Module code: Providing School/Department: Henley

Business School

Level: 6

Number of credits: 20

Terms in which taught: All

Number of ECTS credits: 10

Module convenor: **TBC**

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students:

Current from: April 2017

## Summary module description:

This module explores themes of strategy, finance, culture and change; and considers how they impact on each other in order to promote effective growth within the organisation. The module enables students to determine how an organisations' vision and mission can be informed by strategic options, organisational culture and financial decision making.

## Aims:

In this module a systematic knowledge of management will be deployed to allow students to consider on how their organisation should and can change to deliver sustainable value for its various stakeholders. They will be expected to develop and support arguments relating to the achievement of organisational goals. They will explore how organisational growth and development occurs. They will be exposed to the complexity, ambiguity and uncertainty that underpin change in organisations.

The module aims to prepare students to:

1. Evaluate strategic options in the workplace
2. Deploy resources for change and development to achieve sustainable success
3. Develop an informed yet reflective approach to the management all aspects of organisational change

## Intended learning outcomes:

### Assessable outcomes

On successful completion of the module, students should be able to:

1. Reflect on the challenges of achieving sustainable success in their organisations and consider the role of strategy and innovation in its achievement
2. Critically analyse an organisation's future prospects using appropriate models and techniques.
3. Recommend appropriate changes to enhance organisational effectiveness and how these can be managed.
4. Evaluate the effectiveness of different approaches to change management

### Additional outcomes

On successful completion of the module, students should be able to:

1. Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them for the purpose of developing shared vision and mission.
2. Demonstrate ability to how context can determine approaches
3. Demonstrate sensitivity regarding the impact of change on those affected and how this can be handled
4. Reflect on the complexity inherent in resistance to change

### Benchmarking:

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Business Finance*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf).

### Outline content:

Students will examine the development of organisational strategies for growth. They will explore the concepts related to valuation and the sourcing of finance for organisations for the purpose of operational growth and improved performance. Students will consider how theories, concepts and models, related to informal and formal systems of change management, inform opportunities for organisational growth. They will be expected to apply learning to their work place and consider the complexity, ambiguity and uncertainty that underpin many management situations. They will have to report on this application and evaluations will be shared with the apprenticeship provider.

### Brief description of teaching and learning methods:

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

### Contact hours

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		

Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	89		
Guided independent study	90		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report (Business plan)	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise (case study)	
Class test administered by School	

Students will prepare a management report and supporting reflection on the deployment of learning on the manner in which their organisation achieves growth

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Contemporary Issues**

Module code: **TBC**

Business School

Level: 6

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: TBC

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students: TBC

Current from: April 2017

## Summary module description:

Management in today's contemporary context presents new challenges for organisational effectiveness. For a business to manage responsibly in today's context, a range of issues and themes will be explored including sustainability; reputation management; values, ethics and governance. The challenges of the digital age including continuous technological development and its impact on process and people, are considered in the context of mechanisms for change.

## Aims:

In this module a systematic knowledge of management will be deployed to allow students to consider on how their organisation can meet some of the challenges facing 21<sup>st</sup> century organisations. They will be expected to develop and support arguments relating to the achievement of organisational goals. Throughout, they will be exposed to the complexity, ambiguity and uncertainty that underpin many management situations.

The module aims to prepare students to:

1. Understand approaches to innovation and digital technologies and their impact on organisations
2. Consider how their application can be used for organisational improvement and development.
3. Apply principles of sustainability and understand their impact on the workplace.
4. Manage within an ethical, value-driven context.

## Intended learning outcomes:

### Assessable outcomes

By the end of the module the student will be able:

1. To critically evaluate approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.

2. To appraise the impact of innovation and digital technologies on data and knowledge management for analysing business decision-making.
3. To determine and appraise factors affecting sustainable practice in the workplace

#### *Additional outcomes*

Students should demonstrate how they have:

1. Identified service/organisational improvements and opportunities for innovation and growth.
2. Utilised either a qualitative and/or quantitative analysis of information and data.
3. Applied benchmarking standards to appraise organisational effectiveness.

#### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Digital Business and New Technologies*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf).

#### **Outline content:**

This module explores the challenges faced by management in the modern business setting and critically examines how managers can respond appropriately to them. Students will critically examine how managers can effectively respond to emerging issues such as new technology, globalisation, CSR, sustainability and other business challenges. Theories and concepts related to sustainability and managing innovation will inform an evaluation of the organisation's capacity to embrace contemporary issues. They will be expected to apply learning to their work place and consider the complexity, ambiguity and uncertainty that underpin many management situations. Students will be required to report their findings. These will be shared with the apprenticeship provider.

#### **Brief description of teaching and learning methods:**

The module will be taught using a blended learning approach. This will include directed self-study, workshops, group work, peer support, and other learning activities. During the module, students will follow a guided-learning path that will require them to read materials, access other core and optional learning materials and undertake a range of activities. In addition to the learning path, students will attend workshops. These are facilitated sessions that will help consolidate knowledge, apply it the workplace and develop higher order cognitive skills of analysis and evaluation. Students will be expected to relate their learning to their day-to-day work.

#### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			

Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	89		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	30
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	70
Practical skills assessment	
Set exercise	
Class test administered by School	

Students will work in groups to prepare a management presentation. There will be an element of peer assessment included. A supporting individual reflection on the deployment of learning will be required.

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: Negotiated Group Learning

Module code:  
Business School

Level: 6

Terms in which taught: All

Providing School/Department: Henley

Number of credits: 20

Number of ECTS credits: 10

Module convenor: **Martin Bicknell**  
tutors

\*Other teaching staff: Apprenticeship

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students:

Current from: April 2017

## Summary module description:

This module will require students, as a group, to agree a topic of concern to their organisation for further independent study. They will then be required to investigate academic thinking associated with this concern. The module allows students collectively to define and scope a management issue and plan for its investigation. Students work in a planned, flexible and collaborative way, engaging in a professional inquiry in a rigorous and critical manner to further their engagement with their employer, their development as reflective practitioners, and to advance their ability to deploy academic thinking to genuine organisational concerns.

## Aims:

In this module students (working as a group) must negotiate a topic for further study with their organisation. They will then be supported to develop a systematic knowledge of topic through independent study. Throughout, they will be expected to address the complexity, ambiguity and uncertainty that underpin the topic.

The module aims to prepare students collectively and individual to:

1. Work with more senior manager to identify organisational learning needs
2. Undertake an academically rigorous investigation into a management issue
3. Communicate clearly, effectively and regularly using oral, written and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.
4. Manage and chair meetings and clearly present actions and outcomes. Apply influencing and persuading skills, to the dynamics and politics of personal interactions.
5. Take collective responsibility, in an inclusive, agile and professional manner.
6. Work as a team

## Intended learning outcomes:

### Assessable outcomes

On successful completion of the module, students should be able to:

1. Collate and synthesise views and opinions to scope an investigation of an area of necessary organisational learning and to develop this into appropriate questions for a literature review;
2. Construct a research plan to complete an academic investigation of a topic;
3. Critically evaluate a range of seminal and current literature relating to the chosen area of focus;
4. Articulate the practical application of academic findings;
5. Demonstrate systematic critical understanding of the chosen topic recognising its complexity, ambiguity and uncertainty, leading to insights which potentially impact the organisation.

### Additional outcomes

Students will also

1. Develop literature search strategies and skills
2. Develop effective communications skill (written, verbal non-verbal, digital) and how to apply them.
3. Be able to maintain personal presence in a range of contexts and present to large groups.
4. Develop interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.

## Benchmarking:

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Communication*; and *Decision Making*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered Manager Degree Apprenticeship .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria:

*Takes responsibility, Inclusive, Agile, Professionalism.*

## Outline content:

Students will work in groups and with an organisational sponsor. They will identify and qualify an area for investigation by seeking the views of organisational and, where appropriate, external stakeholders. They will be supported to develop a plan to investigate the issue. Upon completion they will present their findings and practical relevance to stakeholders. Finally, they will, as a group, assess their learning.

## Brief description of teaching and learning methods:

Students will be guided but not directed in their investigations. Groups will be allocated an academic supervisor. There will be an initial workshop to help them prepare, and there will be formative assessment of their progress. The students will be required to prepare a reflective commentary on their personal and group learning processes and implications for future practice. They will be required to demonstrate learning to peers and colleagues.

## Contact hours

	Autumn	Spring	Summer
Lectures			
Seminars			

Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	14		
Supervised time in studio/workshop	6		
Fieldwork			
External visits			
Work-based learning	90		
Guided independent study	90		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report (Business plan)	
Dissertation	
Portfolio	
Project output (other than dissertation)	40
Oral assessment and presentation	60
Practical skills assessment	
Set exercise	

Class administered School	test by	
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Students will be required to present their finding to other members of their cohort and work colleagues. The presentation team will provide objectives for the presentation and peers will assess the extent to which the objectives are released. Groups will prepare a reflective assessment on the effectiveness of their individual and group learning. This work will be marked based on the appropriateness and rigour of the assessment.

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Formative assessment will be provided by the group supervisor. Specific formative feedback will be given on their problem statement and investigation plan.

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: Work-Based Project: Organisational Change

Module code: Providing School/Department: Henley

Business School

Level: 6

Number of credits: 40

Terms in which taught: All

Number of ECTS credits: 20

Module convenor:

\*Other teaching staff:

Pre-requisites: None (see below)

Co-requisites: none

Modules excluded: None

\*Module type:

Maximum number of students:

Current from: April 2017

## Summary module description:

This module requires students to prepare and/or undertake a change intervention in the workplace that can make a difference to the organisation. Through a work-based project, students will apply learning from the year and from previous years, to gain a better understanding of their organisation, its context and its ability to embrace change effectively with its context include that of complexity, ambiguity and uncertainty. It can be considered therefore as a 'capstone module'. The project will require students (as groups) to assess an element of organisational effectiveness that requires change. Students will apply qualitative and/or quantitative research and approaches to project management and project evaluation.

## Aims:

In this module a systematic knowledge of management will be deployed to allow students to consider organisational change. Throughout, they will be exposed to the complexity, ambiguity and uncertainty that underpin many management situations.

The module aims to prepare students to:

1. Plan and achieve organisational change
2. Identify and handle the impact of change on individuals
3. Evaluate the effectiveness of change programmes
4. Apply knowledge and awareness of how a project moves through key stages of planning, design, development, deployment and evaluation; through the application of risk management models, reporting methodologies, risk benefit analysis and considering H&S implications.
5. Develop the skills that students need to undertake and evaluate the processes of planning, organisation and management of resources in order to manage organisational change.
6. Apply key project outcomes, develop and implement plans and monitor progress, and provide project evaluation reports.
7. Utilise project management tools to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them.

## **Intended learning outcomes:**

### *Assessable outcomes*

By the end of the module the student will be able:

1. to identify and justify a management project that promotes effective change in the workplace
2. to conduct research using sources and analyse data and options
3. To create a robust argument supporting conclusions
4. to make conclusions and recommendations that achieve the project aim
5. to show and review the results of the project and to reflect on their own and their organisation's practice

### *Additional outcomes*

Students should demonstrate how they have:

1. Taken responsibility for each step of the project management process
2. Ensured full engagement with all relevant stakeholders in a professional and inclusive manner
3. Demonstrated adaptability and agility to changing organisational needs.
4. Demonstrated sensitivity towards the impact of change on individuals
5. Developed their credentials as effective leaders of organisational change
6. Reflected on their impact on organisational change and the impact of change on them

## **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Decision Making*), which are set out in the CMDA Assessment Plan – see

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria:

*Takes responsibility, Inclusive, Agile, Professionalism.*

This module is mapped against the following CMI level 5 module: (5006v1 Conducting a Management Project), and forms part of the dual accreditation for the CMI level 5 Diploma in Management and Leadership. See <http://www.managers.org.uk/individuals/qualifications/cmi-level-5-management-and-leadership>

## **Outline content:**

Students will be introduced to the process and ideas of action based research. They will be required to identify an opportunity for a change intervention in the workplace, to propose the information they will need to gather and plan how this can be collected. This will be agreed with the organisation. They will also identify theory and models that will inform their analysis. They will implement and evaluate the change against agreed benchmarks, to appraise the impact and effectiveness of the intervention on the organisation. They will be required to report their findings. These will be shared with the apprenticeship provider.

## **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations. They will be allocated an academic supervisor. There will be an initial workshop to help them prepare, and there will be formative assessment of their planned approach. The student will be required to prepare a reflective commentary on their personal learning and implications for future practice. They will be required to demonstrate learning to peers and colleagues.

### Contact hours

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
	14		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	320		
Guided independent study	66		
Placement			
Year abroad			
Total hours	400		
Grand total hours			

### Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written exam	
Written assignment, including essay	
Report	
Dissertation	
Portfolio	

Project output (other than dissertation)	80
Oral assessment and presentation	20
Practical skills assessment	
Set exercise	
Class administered by School	

Student will work in groups. They will collectively prepare a project report (60% of total marks) and presentation (20% of presentation). The presentation will be peer assessed to agreed criteria. Individually they will need to prepare a personal reflection on their learning (20% of total marks available)

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the supervisory activities. Formal feedback will be provided on a project proposal. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here <https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief

# Module Description template

(\* indicates section is optional)

Module title: **Personal Effectiveness : Personal Growth and Change**

Module code: <b>TBC</b> Business School	Providing School/Department: Henley
Level: 6	Number of credits: 20
Terms in which taught: All	Number of ECTS credits: 10

Module convenor: TBC	*Other teaching staff:
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Pre-requisites: None (see below)	Co-requisites: none
Modules excluded: None	

*Module type:	Maximum number of students: TBC
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Current from: April 2017

## Summary module description:

This module explores achieving personal and professional growth in a complex, ambiguous and uncertain work context through an evaluation of self in relation to stakeholder, customer and supplier management. By developing an understanding of approaches to engagement, facilitating cross functional working and negotiation, students will explore how they themselves can change as they seek to deliver organisational growth. The module also considers the particular issues associated with the leadership of change. This module considers personal wellbeing and resilience, as well as the capacity for sustained personal development.

## Aims:

In this module a systematic knowledge of management will be deployed to allow students to consider on how their personal growth and development. Throughout, they will be exposed to the complexity, ambiguity and uncertainty that underpin many management situations.

The module aims to prepare students to:

1. Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.
2. Contribute within a team environment.
3. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.
4. Work collaboratively with internal and external customers and suppliers.
5. Build personal resilience and support others to do the same
6. Develop a mindset of continuous personal development

## Intended learning outcomes:

### *Assessable outcomes*

By the end of the module the student will be able to:

1. appraise the need for and plan for continued personal professional development
2. review and plan the continuing resources required for ongoing personal professional development
3. formulate a personal development plan
4. plan to support and promote their own welfare as well as that of others
5. Formulate strategies and approaches for leading change

### *Additional outcomes*

Students should demonstrate how they have:

1. Taken responsibility for each step of the personal development process
2. Analysed their interpersonal skills and taken responsibility to further development of these through engagement with all relevant stakeholders, in a professional and inclusive manner
3. Applied their thinking with adaptability and agility to changing organisational needs.
4. Ability to ameliorate barriers to well-being

### **Benchmarking:**

This module is benchmarked against the following CMDA Knowledge and Skill criteria: (*Developing Corporate Relationships*), which are set out in the CMDA Assessment Plan – see [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447559/Chartered\\_Manager\\_Degree\\_Apprenticeship\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447559/Chartered_Manager_Degree_Apprenticeship_.pdf). It is also benchmarked against the following four behaviour criteria: *Takes responsibility, Inclusive, Agile, Professionalism*.

This module is mapped against the following CMI level 5 module: (5001v1 Personal Development as a Manager and Leader), and forms part of the dual accreditation for the CMI level 5 Diploma in Management and Leadership. See <http://www.managers.org.uk/individuals/qualifications/cmi-level-5-management-and-leadership>

### **Outline content:**

Students will be required to review and plan the continued resourcing of a personal development plan that can continue to be used throughout the duration of their studies to enhance self-awareness and personal development. Themes related to continued personal development, growth and change will be examined through self-awareness and reflection, in order to evaluate, reflect and continue to contribute to personal and organisational performance. They will be required to report their findings. These will be shared with the apprenticeship provider.

### **Brief description of teaching and learning methods:**

Students will be guided but not directed in their investigations. They will be allocated an academic supervisor. There will be an initial workshop to help them appraise, evaluate and review, and there will be formative assessment of their evaluation. The student will be required to prepare a reflective commentary on their personal learning and implications for ongoing and future practice. They will be required to demonstrate learning to peers and colleagues.

### **Contact hours**

	Autumn	Spring	Summer
Lectures			
Seminars			
Tutorials			
Project supervision			
Demonstration			
Practical classes and workshops	21		
Supervised time in studio/workshop			
Fieldwork			
External visits			
Work-based learning	150		
Guided independent study	29		
Placement			
Year abroad			
Total hours	200		
Grand total hours			

**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

	%
Written exam	
Written assignment, including essay	
Report	100
Dissertation	
Portfolio	
Project output (other than dissertation)	
Oral assessment and presentation	
Practical skills assessment	
Set exercise	

Class administered School	test by	
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Whilst students will be supported to develop a portfolio of evidence, the assessment will predominantly be based on structured reflection on the learning achieved during the year. This will comprise a blog and end of module summary. In addition students will make two presentation to peers. Peers will assess the presentation against identified assessment criteria

**Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:**

Will be embedded in the learning path and workshop activities. Peer review will be an integral element

***Penalties for late submission***

Standard penalties will apply see here  
<https://www.reading.ac.uk/web/files/qualitysupport/penaltiesforlatesubmission.pdf>

***Length of final examination***

n/a

***Requirements for a pass***

40%

***Reassessment arrangements***

By resubmission of coursework to the same brief