

University of the West of Scotland Module Descriptor

Session: 2023/24

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Status: Proposal

Title of Module: Professional Management and Research Skills			
Code:	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Bernard Boateng Scotland Nicolas Vass London		

Summary of Module

This module helps students to manage both their professional management and research skills through a Continuing Professional Development approach. Students will be supported to set and manage aspirations for their success in the MBA programme and beyond. This will include, 1) approaches to being a successful MBA student, 2) developing a high quality research proposal for a Dissertation or Professional Project, and 3) planning for future professional development aligned to a chosen pathway of study. Key skills will be explored and developed, including emotional intelligence, influencing and networking. Cultural contexts will be compared and considered to give context for work and learning. Research skills will be developed and enhanced in order to prepare students to undertake a high quality Dissertation or Professional Project.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓		✓	✓		

Face-To-Face

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Blended

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓	✓	✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓
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Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate an in-depth understanding of the relevant skills and knowledge required to ensure current professional and academic practices are attained.
- L2. Demonstrate a critical understanding of the demands of university and professional life.
- L3. Critically develop related practical competencies by showing how these can be applied to the world of professional practice and requirements of the specific pathways
- L4. Critically develop a relevant professional persona and personal brand
- L5. Critically evaluate key research theories, tools and techniques as part of a Masters research proposal

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 11. Students will explore a range of knowledge and understanding relating to personal development and planning through set reading, expectation of further reading and research and experiential learning through reflection and working with others.
Practice: Applied Knowledge and Understanding	SCQF Level 11. It is expected that theoretical and reflective work is related directly to students' past professional experience and linked to both their current studies and future aspirations in work and learning.
Generic Cognitive skills	SCQF Level 11. Through a range of interactive workshops, lectures and peer learning together with independent study comprising research and reflection, a range of generic cognitive skills will be developed intended to offer a foundation to all other component modules of the programme.
Communication, ICT and Numeracy Skills	SCQF Level 11. Peer learning and interactive class-based activities will foster effective communication and use of ICT which is a core requirement for all subsequent modules of the programme and are transferrable to the workplace.

	In assessing experience and development needs at this point students will be able to address these needs for future modules.	
Autonomy, Accountability and Working with others	SCQF Level 11. Summative assessment is 100% individual but relies upon effective engagement in module activities and peer learning to achieve an effective outcome.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
Students will have the opportunity to attend formal presentations on theory and practice, and engage with individual and group tutorial activity to apply and deepen learning. Additional reading material and activities will be provided weekly via the VLE to support students to engage more thoroughly with the topics presented. Students will also spend time asynchronously developing their PDP during each week of study.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Tutorial/Synchronous Support Activity	24
Personal Development Plan	12
Independent Study	140
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Mullins, L (2019) Organisational Behaviour in the Workplace. 12th Edition. London: Pearson. Lowes, R., Peters, H. & Turner, M. (2004) The International Students Guide to University. London: Sage.	

Saunders, M., Lewis, P., & Thornhill A. (2019) Research Methods for Business Students. 8th Edition. Harlow: Pearson.

Other material and resources will be highlighted to students within the VLE.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Supplemental Information

Programme Board	Management, Organisations & People
Assessment Results (Pass/Fail)	No
Subject Panel	Management, Organisations and People
Moderator	Bobby Mackie
External Examiner	TBC
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

Online Multiple Choice Test - 30% - covering both skills and research methods knowledge

Personal Development Plan - 70% - covering both skills and research proposal

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.
(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Unseen	✓	✓				30	5
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work including Personal Development Plan and Research Proposal			✓	✓	✓	70	30
Combined Total For All Components						100%	35 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)