Module Descriptor

Title	Professional Management And Research Skills		
Session	2026/27	**Status**	Approved
Code	BUSN11142	**SCQF Level**	11 (Scottish Credit and Qualifications Framework)
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and Creative Industries**		
Module Co-ordinator	Dr.Bernard Boateng		

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 or exploring research in general 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	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☒	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☒ Online / Distance Learning ☒ Other (specify) TNE partners

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
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.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. 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. Sessions will be online for Distance Learning students in addition to videos and materials on the VLE.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	16
Tutorial / Synchronous Support Activity	20
Personal Development Plan	24
Independent Study	140
Please select	
Please select	
TOTAL	200 Hours

Indicative Resources
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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:**

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised approach and innovative use of technology ensures that all students can succeed, regardless of their background or circumstances. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required. This personalised one-to-one approach ensures that all students can succeed, regardless of their background or circumstances. By embracing and promoting these principles, we aim to cultivate a learning community where everyone feels valued, supported, and empowered to achieve their full potential. The learning experience and environment is intended to be flexible and student-centred, aiming to deliver an interactive learning experience. The subject area and teaching / delivery approach supports the principles of EDI. To meet the diverse needs of our student body, we are dedicated to adapting learning experiences where required, providing flexibility and access. For example, the team use AI to provide 24/7 support.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Management, Organisations People**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Management, organisations and people
Moderator	Dr. Inyene Nkanta
External Examiner	Clare Manning
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Personal Development Plan - 30% - covering both skills and planning of personal development
Assessment 2
Research Proposal - 70% - covering both skills and research proposal for dissertation or research project
Assessment 3
(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 Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Personal Development Plan	☒	☒	☐	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Resarch Proposal	☐	☐	☒	☒	☒	70	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	**When**	**Who**