

BSc (Hons) HR with Management

Module Specifications

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: ACSK4001*	MODULE TITLE: Academic Skills
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CREDITS: 15	FHEQ LEVEL: 4	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 This module serves as an introduction to the core academic skills required of students embarking on undergraduate studies in a range of courses and modules. Students will embed academic literacy, alongside the development of technical and interpersonal skills, as appropriate to study in specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, exploring and strengthening new skills and focusing on social and emotional skills.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 The aims of this module are to develop knowledge and understanding of academic literacy/skills and to discuss and build cognitive and intellectual skills in the areas of critical thinking, problem solving, and communication skills.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Show evidence of understanding core components of academic literacy/skills.
2. Apply critical thought to a range of tasks, and do so with a minimum of external guidance in particular situations.
3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically.
4. Use appropriate technologies to facilitate the completion of self-analysis/reflection.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- B - BSc (Hons) Economics
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G- BSc (Hons) Marketing
- H - LLB (Hons)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

This module is designed to provide students with the personal and practical skills needed to support their academic development at undergraduate level, with a view to building their awareness of the skills and attributes they will need in their future professional lives. The module is preparatory and developmental, but features practical tasks, with a view to building student autonomy and increasing basic academic literacy.

There is a focus of giving students an awareness of the core components of academic literacy, whilst at the same time students will be supported through academic mentoring.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	20	Lectures focus on understanding and development of skills.
Tutorials	20	Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments.
Guided Independent Study	110	Group project work for portfolio and assignment tasks. Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Portfolio	100%	This will entail the development of a portfolio.

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: MORG4038	MODULE TITLE: Management and Organisations
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CREDITS: 15	FHEQ LEVEL: 4	JACS CODE: N/A
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 Managers are responsible for planning, organising, leading and controlling human and other resources. This module introduces and explains the main business functions and considers the contribution made by theories to the practice of management. The module considers how management has evolved within an external environment of turbulent change. Management, leadership styles and motivational theories are considered.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA
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MODULE AIMS:
 The aim of this module is to give an introduction to the characteristics of organisations and to provide familiarity with business aims, objectives, strategy, planning and corporate social responsibility. Whilst exploring the main functional areas of business, the principles of management, culture, leadership and motivation are areas of focus. Further, it aims to demonstrate the importance of management effectiveness on the relationship between corporate strategy and functional management. It also aims to identify the leadership and motivational styles and techniques needed to engage employees and ultimately to encourage employees to demonstrate advocacy in the organisation in which they are employed.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Understand the structures and characteristics of organisations
2. Recognise the principles of modern management
3. Identify the relationship between strategic objectives, functional management and the business environment.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
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DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content
 Organisations, management and stakeholders; the internal environment; the external environment; management and corporate responsibility; planning and change; managing people; motivational/leadership theories and techniques; employee engagement strategies; communication- process, barriers, cultures; groups and teams; change management.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	This will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided independent Study	120	directed activities/ formative assessments
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Written Assignment	100 %	Linked to learning outcomes 1, 2, and 3. One piece of coursework focused on the organisation and management approaches (suggested word count of 2000 words)

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: MCOM4040	MODULE TITLE: Marketing and Communications
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CREDITS: 30	FHEQ LEVEL: 4	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR:

This module focuses on the importance of marketing in its role in driving success and delivering results. It provides an introduction to the functions of marketing within the organisation, examines key marketing concepts and explores their application in the context of organisations. Students will examine the theories, processes and practices of good business communications to facilitate an understanding of the importance of effective internal and external communications in a business context.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:

PART I: Marketing
 To develop an understanding of the role and function of marketing in an organisation; to identify factors and trends in the marketing environment and how they affect marketing planning (principles of market planning including segmentation, targeting and positioning); to enable students to identify the key elements of the marketing mix 7Ps (product, price, place, promotion, people, process and physical evidence) and its application in meeting customer needs; to understand factors that influence the customers and how customer relationships can be managed; to be able to communicate to both internal and external customers using a variety of different means.

PART II: Communication
 To introduce key terms, definitions, concepts, current theories and practices used in communications; to enable the successful identification of solutions to resolve issues and challenges in business communications to improve impact and outcomes; to enable students to develop and implement communications activity both internally and externally, to equip students with frameworks to critically assess communications activity; to develop skills to communicate effectively across a range of audiences and contexts.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Identify and explain the marketing concept, the marketing mix and the components of the marketing communications mix.
2. Explain the relationship between the marketing environment, its impact upon organisational decision making and consumer behaviour.
3. Discuss the factors that determine competitive advantage within organisations
4. Explain key theories, concepts and models underpinning business communication to create effective communications.
5. Examine and discuss organisational issues and challenges that impact on the effectiveness of business communication through the use of pre-defined criteria to assist in improving communication within the organisation.
6. Demonstrate an application of concepts and techniques related to business communication processes used within the workplace.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Modules split in two parts (Part I: Marketing and Part II – Communication)

PART I: Marketing

Understand the role and function of marketing – what do marketers do? ; the evolution of marketing orientation; customer orientation – Influence of customer behaviour; the marketing environment and impact on marketing planning - internal and external; customer relationship management.

Marketing in different sectors B2B (business to business), B2C (business to consumer), the service sector, profit and not for profit; understanding buyers and marketing - consumer behaviour; segmentation, targeting and positioning; global marketing and e-business; the marketing mix – applying the 7P's.

PART II: Communication

Introduction to communication and its role within business; the communication process and integrated marketing communications; communication tools– written, verbal and other mediums of communication;

the marketing communications mix; communicating online; corporate communication; transnational communication; issues in communication and regulation and ethics.

This module will include Formative assessment based on group work

Links to learning outcome 1,2,3,and 4

This module maps to CIM Level 4 core modules

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	Lectures focus on understanding and development of knowledge and skills.
Tutorials	40	2 x 2-hour tutorials each week. These will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided Independent study	250	Self - directed and guided reading, activity
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C ₁	Report	50%	Part I – Marketing Report Part I 50% – assessed through written report /produce a 'Marketing Report' based on a given scenario. Indicative word count 2,000
		Written assignment	50%	Part II 50% - assessed through Communications Campaign creation / analysis - based on a given scenario and an organisation of choice. Indicative word count 2,000 All learning outcomes assessed
			100%	

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PRSK4048*	MODULE TITLE: Professional Skills
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CREDITS: 15	FHEQ LEVEL: 4	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p>SHORT MODULE DESCRIPTOR: This module serves as an introduction to the professional skills required of students embarking on undergraduate studies across all programmes. The module focuses on embedding professional skills needed to relate to specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, in both practical and theoretical terms, as well as exploring and strengthening new skills.</p>
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ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA
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<p>MODULE AIMS: The aims of the module are to provide and develop the knowledge and understanding of professional skills within specific disciplines, while developing and understanding personal strengths. The module provides a platform for self-reflection with an emphasis on continual improvement and personal development planning.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Understand and have knowledge of professional skills and continual awareness in a business environment. 2. Use appropriate technologies to facilitate the completion of self-analysis/reflection. 3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically. 4. Understand, improve and reflect upon their own personal strengths in relation to the professional environment.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- B - BSc (Hons) Economics
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G - BSc (Hons) Marketing
- H - LLB (Hons)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

This module is designed to give students the skills needed to support their professional development at undergraduate level, with a view to building their awareness of the skills in the business world. The module builds on students' academic skills, and scaffolds the students towards the completion of specific tasks and assignments on which they will be assessed.

There is a focus on giving students an awareness of the core generic skills needed in the professional world. In addition, with input from discipline specialists, specific vocational skills are developed. For example, students on the LLB programme are taught by a law specialist in conjunction with the Learning and Skills department, and the content includes practical debating, mooting and other law related skills.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Lectures focus on understanding and development of skills.
Tutorials	20	Mixed method approach including use of VLE.
Guided independent study	110	Group project work for portfolio and assignment tasks Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom. This will include use of the VLE.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Portfolio	100%	This will entail the development of a portfolio that demonstrates the development and reflection of professional skills using indicative examples.

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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: IHRM4032	MODULE TITLE: Introduction to Human Resource Management
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CREDITS: 15	FHEQ LEVEL: 4	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 The module provides a broad introduction to the management of Human Resources in organisations and focuses on the aims, objectives and main HR functions in contemporary organisations and the ways that these are evolving. The module aims to demonstrate different approaches to delivering HR objectives and will explore the management of the employment relationship and the methods that can be used to demonstrate that the human resource function adds value for organisations.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1 Report	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME
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Professional body minimum pass mark requirement: NA
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MODULE AIMS:
 The module provides a broad introduction to the management of Human Resources and enables students to identify and review business and external contextual factors affecting organisations. The module assesses the impact of these factors on the main HR functions within contemporary organisations; in particular, recruitment and selection, training and development and performance management. Students are expected to describe and respond to a number of human resources-related problems by understanding the relationship between organisational performance and effective HR management and development.

The module enables students to examine how these functions might be used in practice and allows students to examine how human resource related information informs a manager's decision making process and the role played by HR managers in facilitating and promoting effective change management.

The module enables students to understand the contribution of the HR function to the success of the business and the ways in which effective human resource management contributes to the sustainability and growth of the organisation to gain competitive advantage.

The learning outcomes map the fundamental content and outcomes for the Chartered Institute of Personnel & Development Intermediate level "Business Issues and the Context of Human Resources" unit.

ASSESSED LEARNING OUTCOMES:

At the end of this module students will be expected to be able to:

1. Explain how organisational and HR strategies and practices are shaped and developed and explain the purpose and key objectives of human resources management and the HR function within a contemporary business environment.
2. Identify the purpose and key objectives of the HR function in contemporary organisations and be able to demonstrate the process of evaluating current and future human resource needs within the business environment; both in terms of numbers of people and skills and competencies.
3. Appraise the relationship between organisational performance and effective HR management and development. Know how to identify and respond to short-term changes in the business and external contexts and provide solutions to address them.
4. Explain the significance of employment legislation to an organisation's HR practices and evaluate how to harness effective HR practices in a global marketplace in terms of adding value and positive contribution to sustained organisation performance.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

An introduction to Human Resource Management - definition, theory and practice of HR; HR Strategy, its link to business strategy and its contribution to business sustainability and growth; Human resources and business strategy – workforce planning and how human resource related information informs the HRM decision making process; the main functions of human resource management:- Recruitment and talent selection - how to attain and retain appropriate people for the work we do in our organisations; Training and development - how to develop people's skills and help wider growth to ensure they meet their potential; Managing people – measuring

performance management, performance appraisal and how we motivate our employees to perform
 Developing people –importance of change and the HR role in managing change; bringing change successfully in the organisation; managing resistance; Exit strategy- how to harness successful exit interviews and knowledge transfer; The role of policy in organisations – employment contracts, H&S, equal opportunities, flexible working, family friendly policies; Global human resource management – international perspectives on HRM and the future role of HR.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	This will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided independent study	120	Pre-tutorial: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading. Post-Tutorial: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Report	100%	Analytical Report links to outcomes 1, 2, 3 and 4. Research and analysis of case report into the HRM role and key HRM functions of an identified organisation. Demonstration of links to the business strategy of the organisation. Word count: 2,500

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: FELM4026	MODULE TITLE: Financial and Economic Literacy for Managers
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CREDITS: 30	FHEQ LEVEL: 4	JACS CODE: N/A
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR:
 This module introduces students to governmental and economic policies, as well as financial information that impacts on business decision making. It enables students to apply concepts, models, and financial information to decision making. The module develops students' ability to present information that supports decision making to relevant users and stakeholders.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 The aim of this module is to introduce and equip students with an understanding of how government policies, monetary policy, financial markets and financial information impact on the management of business and decision making; to allow students to be able to interpret and use financial information (external and internal) for effective decision making and for decision making to be informed by the governmental and economic environment.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Explain the principles of business and financial economics in an international context.
2. Identify and explain the impact of governmental, monetary and economic policy on decision making in a business context.
3. Describe and apply macro and micro concepts and models to business decision making.
4. Interpret financial information (external and internal) and apply to decision making within a business context.
5. Discuss the rationale and impact of decisions for business strategies to users and stakeholders.
6. Examine and discuss the relationship between theory, application in business and financial economics in an international context.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON

DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer
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Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

<p>Summary of Module Content</p> <p>The business environment – Macroeconomic factors, governmental policy, financial markets and institutions; impact of the business environment on business strategy and decision making; users and stakeholders; economic factors and models – Microeconomics; role, purpose and nature of financial information – external and internal; impact of the use of financial information on business decision making; impact of the use of financial information on users and stakeholders.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Each 2-hour lecture focuses on the theoretical part of the syllabus.
Tutorials	30	This will be made up of varying activities regarding the application of relevant theory. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided independent study	250	Materials, such as supplementary reading, exercises and tests are provided for students on GSM Learn.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Written Assignment	100%	L1, L2, L3, L4 One piece of coursework equivalent to 2,500 words, focused on the impact of macro and micro economic factors as well as financial information on decision making

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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: ELHR5014	MODULE TITLE: Employment Law for Human Resources
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CREDITS: 15	FHEQ LEVEL : 5	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:

The employment relationship in the UK and the EU is regulated through employment legislation. Human resource professionals need to take account of legal requirements when carrying out key aspects of their role. This module introduces the major areas of employment legislation that affect the business environment, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	100%	C1		P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module provides an overview of many of the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation. This module aims to illustrate methods of resolving work and efficiency disputes; to analyse the terms of employment contracts; disciplinary issues and breach of contract; to identify the changing role of law, including European Law relating to employment and the role of the trade union. This module also aims to allow students to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions.

ASSESSED LEARNING OUTCOMES:

At the end of this module students will be expected to be able to:

1. Explain the purpose of employment regulation and the way it is enforced in practice and identify how to manage issues relating to managing the employment relationship lawfully.
2. Discuss the crucial elements of the contractual relationship and the importance of terms of employment; from the beginning to the end of the employment relationship.
3. Identify if employees are treated lawfully when they are at work and describe how to

manage performance and disciplinary matters lawfully.
4. Illustrate how to manage change and organisational restructuring lawfully.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Sources and institutions of employment law; types of contract: Distinction between an 'employee', 'worker' and 'independent contractor; the employment contract and its clauses: The section 1 statement and contractual terms; analysis of the duties of the employer, duties of the employee, post-termination clauses and remedies; managing staff dismissal - termination of employment: Disciplinary, dismissal & grievance procedures and the ACAS code of practice; the role and influence of law and policy including EU law within organisations; discrimination: direct discrimination, indirect discrimination, harassment, victimisation; equality: the protected characteristics; the role of trade unions and contemporary approaches to industrial action.
The assessed learning outcomes map to the Chartered Institute of Personnel & Development (CIPD) learning outcomes Employment Law unit at Intermediate level.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These will be made up of varying activities regarding the application of relevant concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework
Guided independent study	120	Pre-seminar: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading.

		Post-seminar: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E_	Written exam	100%	Written closed book exam – analysis and implementation plan Links to outcomes 1,2,3 and 4. Analysis of specific examination questions. Demonstration of links to UK and EU legislation and case law. 2 hour exam plus 15 minute reading time

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EMSK5012 **MODULE TITLE:** Employability Skills

CREDITS: 15 **FHEQ LEVEL:** 5 **JACS CODE:** N/A

PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Y
None None

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

A compulsory module in which students develop the knowledge and apply professional skills to achieve employability outcomes within the context of the local, regional and global marketplace. The content allows students to critically reflect upon their career journey, share and explore ideas and interests, analyse graduate stories, develop an action plan and build self-confidence when making successful career transitions through and beyond completion of their programmes.

ELEMENTS OF ASSESSMENT [*Use HESA KIS definitions*] – see *Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to provide students with highly practical, relevant and meaningful opportunities to reflect upon their career journey, allow them to understand the concept of employability, increase self-awareness and develop the confidence and skills to effectively navigate within, across and beyond their degree discipline when making effective career decisions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Develop employability skills and increase self-awareness within a range of contexts to demonstrate a commitment to lifelong career development learning 2. Apply and critically appraise a range	<u>Knowledge and understanding:</u> K1.0 Knowledge and understanding of the key aspects of business management and in their chosen field of study.

<p>of theories of career development</p> <ol style="list-style-type: none"> 3. Analyse and evaluate sources of local, regional and global opportunities relevant to career ideas, interests and ambitions 4. Produce a professional CV, online profile, action plan and develop digital literacy skills for work 	<p>K1.2 Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic business issues.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management and in their chosen field of study.</p> <p>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.</p> <p>C2.4 Collection and synthesis of business ideas and information in a formal manner.</p> <p><u>Transferable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries</p> <p>T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques.</p> <p>T3.2 Working with limited autonomy within agreed and defined parameters.</p> <p>T3.3 The development of responsibility for their own learning.</p> <p>T3.4 Effectiveness with others while meeting the required obligations involved.</p> <p><u>Employment:</u></p> <p>E4.0 Skills required for graduate employment in the areas of business management and chosen field of study including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.</p> <p>E4.1 Identification of the career specialism that reflects their interests and abilities.</p>
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	E4.2 Understanding of careers' pathways and the professional expectations of the behaviour required to achieve these.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018
MODULE LEADER: See Module Handbook

NATIONAL COST CENTRE: N/A
OTHER MODULE STAFF: see Module Handbook

Summary of Module Content

This module allows students to develop their professional skills and employability to help them make effective and informed career transitions during and after their programme. They reflect upon their career journey to date, use a range of self-assessment and employability tools, explore career options and analyse the career paths of alumni. They are given opportunity to network with industry professionals, create a professional CV and develop digital skills for work in the context of the local, regional and global marketplace.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)

Lecture	20	Induction, introduce employability model, theoretical frameworks for career development
Tutorials	20	Apply theory to case studies and employability portfolio production. Employability assets will be expected to be produced by students to build the components of the employability portfolio.
Guided independent study	110	Wider reading, preparation for sessions, e-learning, webinars and attending GSM London careers' seminars.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Journal entries on employability experiences within and alongside this module. (900 words).	30%
LO1, LO2, LO3, LO4		Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words	70%
			100%

REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4		Journal entries on employability experiences within and alongside this module. (900 words).	30%
LO1, LO2, LO3, LO4	Coursework	Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words.	70%
			100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Grace Allen
Date: 12/07/2017

Approved by: Liz Lerner
Date: 13/07/2017

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: CTPR5013	MODULE TITLE: Employee Talent and People Resourcing
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CREDITS: 15	FHEQ LEVEL: 5	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR
 Talented employees are assumed to make distinctive contributions to organisations. This module provides the knowledge and skills needed by HR managers and practitioners in order to manage people resourcing and talent in organisations. It examines HR practices that improve standards of performance and enables students to develop a critical understanding of people resourcing and talent management practices.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	40%	P1	60%
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA
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MODULE AIMS:
 The aim of the module is to provide a balance of academic theory and practical application with regard to the critical activity of employee resourcing in the organisation. This enables students to understand contemporary labour market trends and utilise them to develop and apply people resourcing techniques and tools. It also provides students with a range theoretical and practical knowledge, affording them the opportunity to think critically and evaluate the theories and models of employee resourcing.

- ASSESSED LEARNING OUTCOMES:**
 At the end of this module students will be expected to be able to:
1. Identify and analyse the strategic importance of people resourcing and talent management, and evaluate related contemporary issues.
 2. Explain the importance of labour market analysis and its relevance to the organisational contexts and therefore business decision making
 3. Analyse the importance of long- and short-term talent planning, succession planning and assess redundancy, dismissal and retirement practices.

4. Design and develop people resourcing and talent strategies, exhibit a professional knowledge of, and assess key issues involved in recruitment and selection, performance management and reward strategies.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

This module examines and analyses practices involved in employee resourcing including: workforce planning practices including labour force analysis, talent management strategies, recruitment and selection lawfully, performance and reward management, succession planning and termination of employees; an introduction to employee talent and people resourcing; measuring and managing talent; labour market trends and analyses; people resource planning and succession management; recruitment and selection; crafting a culture of creativity and innovation in organisations; managing performance and building a competitive organisation; reward strategies; employee retention and engagement; managing redundancy, dismissal and retirement.

The assessed learning outcomes map to the Chartered Institute of Personnel & Development (CIPD) learning outcomes Resourcing and Talent Planning unit at Intermediate level.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These will be made up of varying activities regarding the application of relevant concepts. This will likely include

		tasks of: discussing and applying appropriate models, case study exercises, group work and coursework
Guided independent study	120	Pre-seminar: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading. Post-seminar: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Written assignment	100%	Reflective Log: Work related assignment, Word count: 2,000
Practice	P_	Practical skills assessment	100%	Recruitment Exercise

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: IHPR5025	MODULE TITLE: International HRM Practice
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CREDITS: 15	FHEQ LEVEL: 5	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 A key challenge for international companies is to understand the complexity of international environments, and be able to develop and implement appropriate people management practices in order to achieve strategic goals and create competitive advantage. The module examines HRM issues relating to multinational companies and how staffing strategies are developed and managed within multinational companies.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)	50%	C1	50%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 In the globalisation of world markets, the overall aim of the module is to develop professionals in the context of international human resource management. This module discusses the factors that influence international companies in managing their employees in the multinational context. It also includes the challenges that multinational businesses face in managing HR.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Identify and explore purpose and scope of international human resource management, evaluate different types of multinational companies, their structures and strategies, and its influence to the people management practices.
2. Assess the impact of cultural differences in the management of people in multinational organisations and demonstrate knowledge of global issues that influence the international HRM practices.
3. Analyse international staffing approaches, compensation strategies and management of virtual team

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON

DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer
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Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Introduction to international HRM; structure and types of multinational companies; strategy of different types of multinational companies and their impact on IHRM; economic environment; competition and IHRM; Cross-National Culture and international human resource management; international staffing; managing virtual teams; international compensation, benefit and taxes; global mobility of talent and challenges; contemporary issues in international labour standards and ethics.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	Seminars involve a variety of activities to enhance students' understanding of the theories and concepts.
Guided independent study	120	Pre-seminar: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading. Post-seminar: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Written exam	E_	Written exam	100%	Open book exam based upon a global HRM case study. Students work on the case study from week 8 in the semester. LO 1, 2 & 3 2 hours plus 15 minute reading time
Coursework	C_	Report	100 %	Report - Devise an International HRM recruitment and selection plan. LO1, LO2 & O3 Word count: 2,000

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: HDIS5023	MODULE TITLE: HR Data and Information Systems
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CREDITS: 15	FHEQ LEVEL: 5	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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<p>SHORT MODULE DESCRIPTOR: The future of Human Resource data and information is less about recording data and more about using data to shape business strategy and to optimise the single, most important, business resource - people.</p>

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	70%	P1	30%
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA
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<p>MODULE AIMS: This module aims to develop students' understanding of types of data, how that data is held and organised and the reasons for its capture. Students also look at the impact and challenges of virtual working on traditional HR metrics. The major focus is on enabling students to develop a toolkit to harness data to assist in tactical and strategic decision-making.</p>
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<p>ASSESSED LEARNING OUTCOMES: At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of HR information Systems and HR Data and their importance to a business 2. Critically analyse how HR data can be used to drive strategic and tactical business decisions regarding people 3. Apply a range of techniques to undertake critical analysis of HR Data and to propose solutions to business issues identified in that analysis

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Human resource information systems; human capital data; legal aspects of data; key performance indicators; HR Dashboard; analytical techniques for HR; the virtual organisation; data for decision making; talent management, recruitment, performance management, workforce planning.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	Seminars involve a variety of activities to enhance students' understanding of the theories and concepts.
Guided independent study	120	Pre-seminar: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading. Post-seminar: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Report	100%	Group analysis and report, individual interpretation of data Word count: 2,000
Practice	P_	Oral assessment and presentation	100%	Group Presentation (15 minutes)

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: PPD15039 **MODULE TITLE:** Project/Placement Design and Implementation

CREDITS: 30 **FHEQ LEVEL:** 5 **JACS CODE:** N/A

PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** N (*if No identify programmes in notes box below*)
None None

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

Whilst many higher education studies have focused on the importance of developing subject knowledge and the critical and analytical skills relevant to the study, it has become increasingly important for students to be able to apply this knowledge and these skills within a work context. Thus, this module provides students with the opportunity to either undertake a work placement or engage in a work-related learning project implemented within a specified timescale.

ELEMENTS OF ASSESSMENT [*Use HESA KIS definitions*] – see *Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

GSMEE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to provide students with the knowledge, skills, and resources required to develop and implement a work related project or undertake a work-based learning placement. Both will have a clearly defined purpose, measurable objectives, and an achievable timescale.

This module also aims to provide students with the appropriate foundation for work based/related learning to support their development as independent life-long learners. It will provide students with training workshops and master classes to support the skills and knowledge required for the project or placement.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Build a portfolio of evidence using a range of methodologies and activities (log books; critical incident diaries; employer or supervisor feedback) 2. Identify and articulate the development of work related skills mapped to evidence drawn from either the project or placement. 3. Demonstrate knowledge and understanding of the background and context relative to the chosen project or placement opportunity. 4. Evaluate the effectiveness of preparation and planning undertaken prior to the placement or project implementation. 	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business management.</p> <p>K1.1 Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.</p> <p>K1.3 Identify how different cultural and business contexts affect the field of study.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful debate and analysis of topics related to business management within field of study</p> <p>C2.1 Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in the field of study.</p> <p>C2.4 Collect and synthesise business ideas and information to support strategic decision making.</p> <p><u>Transferrable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work within areas of management in field of study.</p> <p>T3.1 Operate and adapt management practices using standard, recognised</p>

techniques.

T3.2 Work with limited autonomy within agreed and defined parameters.

T3.3 Develop responsibility for their own learning and reflect on their professional practice.

T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.

E4.1 Identify the career specialisms available and progression routes that reflect their interests and abilities.

E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these.

Practical:

P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.

P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.

P5.2 Apply relevant methods and frameworks to clearly-defined business problems.

P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study.

P5.4 Communicate effectively to explain

	business issues in a clear and concise manner.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn, Spring, Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students will be required to undertake a project within their subject area. Students will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018

NATIONAL COST CENTRE: N/A

MODULE LEADER: See Module Handbook

OTHER MODULE STAFF: See Module Handbook

Summary of Module Content

The projects are defined by the programme team to ensure that they are related to the students' programmes of study. Projects will be undertaken within a group setting to create opportunities for collaborative working, however, each student has a clearly defined role and responsibilities. The project could take a range of formats such as a simulation activity, extended case study, and consultancy project briefed by an SME or social enterprise. Students opting for work-based learning will have attended workshops in the previous semester designed to guide and support them in securing a placement opportunity.

The overall theme of this module is independent work based/related learning. Therefore, students will be assigned project supervisors who will act as critical friends and guardians to the work being undertaken. As part of this process, students are required to produce a satisfactory learning agreement, reflecting work undertaken during the project/placement preparation stage. To support these, workshops are delivered to assist students with their preparation for either the project or the placement.

Indicative content of sessions may include:

Preparation for work-based/related learning; developing the learning contract; tool kits: securing a

placement; managing personal development; managing teams; project and consultancy skill sets; action learning methods; portfolio methodologies; reflective practice models and approaches; establishing key performance indicators for independent learning.

In order to scaffold students' learning for the implementation of the projects or placements, master-classes will be delivered via webinar. These could include the following:

Market research methods to support the projects; starting a business; business plan development; project management; academic/professional writing; customer relationship management; client and consultation (client interviewing); people development (performance development review).

In addition to the specialist master-classes above, students are expected to develop their business skills using courses available on Lynda.com. Each student selects and completes a course in consultation with their supervisor or host employer. Examples include:

Microsoft Project or Excel for producing a project plan; risk assessment; budgeting; social media for communication; digital content creation; SAP training.

The module also further develops key transferable skills, such as oral communication, and personal development planning, including career planning.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	20	Scheduled: Formal classroom sessions.
Practical classes and workshops/Supervision	30	Scheduled: This involves attendance of relevant skills-acquisition workshop, and group meetings with other project participants. Meetings arranged with assigned project supervisor.
Guided independent study	250	Independent: Guided independent study relevant to the student's project – this will also include the time required to develop / produce the project proposal.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
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LO1, LO2, LO3, LO4	Coursework	<p>This will include a range of evidence including:</p> <ul style="list-style-type: none"> Review of project/placement context Description of preparatory activities Learning contract Project plan or job description Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs Development of work related skills mapped to activities Critical review (master classes; workshops or on-line courses) and assess impact on practice <p>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents.</p>	100%
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REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
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<p>LO1, LO2, LO3, LO4</p>	<p>Coursework</p>	<p>This will include a range of evidence including:</p> <p>Review of project/placement context</p> <p>Description of preparatory activities</p> <p>Learning contract</p> <p>Project plan or job description</p> <p>Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs</p> <p>Development of work related skills mapped to activities</p> <p>Critical review (master classes; workshops or on-line courses) and assess impact on practice</p> <p>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents.</p>	<p>100%</p>
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<p>To be completed when presented for Minor Change approval and/or annually updated</p>	
<p>Updated by: Grace Allen Date: 12/07/2017</p>	<p>Approved by: Liz Lerner Date: 13/07/2017</p>

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EVRE5017 **MODULE TITLE:** Evaluation and Reflection –
Work Based /Related Learning

CREDITS: 30 **FHEQ LEVEL:** 5 **JACS CODE:** N/A

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** N (*if No identify programmes in notes box below*)

SHORT MODULE DESCRIPTOR: (*max 425 characters*)

Students undertaking this module are expected to be engaged (or have recently engaged) in a project or work placement, and thus should evaluate their work and reflect critically.

Reflection is a key aspect of the learning process as it involves examining experiences, actions, feelings, and responses in order to interpret and analyse them so as to learn from them.

ELEMENTS OF ASSESSMENT [<i>Use HESA KIS definitions</i>] – see <u><i>Definitions of Elements and Components of Assessment</i></u>					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

GSMEE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The overall aim of this module is to enable students to evaluate the significance of their learning derived from the project or placement. It should enhance their commitment to life-long learning and reflective practice. The module also aims to support the production of reflective writing and career development planning.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes
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	contributed to
<ol style="list-style-type: none"> 1. Demonstrate the ability to relate academic theory to the work environment and recognise the contribution of practice to the development of theory. 2. Confidently apply work related skills in a professional context. 3. Demonstrate a critical approach to evaluation techniques and reflective practice. 4. Produce a career and personal development plan to support their level 6 studies and entry to graduate employment. 	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.</p> <p>K1.3 Identify how different cultural and business contexts affect the creative industries.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful debate and analysis of topics related to business management and in their chosen field of study.</p> <p>C2.1 Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in field of study.</p> <p>C2.4 Collect and synthesise business ideas and information to support strategic decision making.</p> <p><u>Transferrable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work within areas of management and in their chosen field of study.</p> <p>T3.1 Operate and adapt practices to the field of study using standard, recognised</p>

techniques.

T3.2 Work with limited autonomy within agreed and defined parameters.

T3.3 Develop responsibility for their own learning and reflect on their professional practice.

T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.

E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.

E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these.

Practical:

P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.

P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.

P5.2 Apply relevant methods and frameworks to clearly-defined business problems.

P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study.

	P5.4 Communicate effectively to explain business issues in a clear and concise manner.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn, Spring, Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018

NATIONAL COST CENTRE: N/A

MODULE LEADER: See Module Handbook

OTHER MODULE STAFF: See Module Handbook

Summary of Module Content

The overall theme of this module is independent learning and students are expected to carry out the evaluation and reflection of their project or placement activity. Classroom sessions focus on supporting students to complete the evaluation and become a reflective practitioner.

The indicative content is expected to include the following:

The virtuous circle that is work based/related learning, evaluation methodologies, building a reflective mind-set; evaluative and reflective writing; theoretical perspectives and models of reflection; sources of evidence for evaluation and reflection; writing a critical evaluation and reflection; developing professional values; developing a career and personal development plan.

Project groups and placement students are given the opportunity to present their experiences to tutors and peers. This is a formative activity to encourage critical reflective practice

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Seminars	20	Scheduled: sessions designed to support students in evaluating and reflecting on the project or work-based learning. Learning from work, Learning from each other.
Practical Classes and Workshops/ Project Supervision	30	A series of workshops and activities to encourage a sophisticated approach to reflective practice and career development planning.
Guided independent study	250	Independent: guided independent study relevant to the student's project – this essentially involve the time required to deeply evaluate and reflect on the project undertaken.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Portfolio – Evaluation, reflective report and career planning including a professional values statement This utilises the portfolio produced for the module Project / Placement Design and Implementation. It uses this as the evidence base for reflection and also draw on 'Learning from work - Learning from each other' workshops. The mentoring sessions with the supervisor and host employer could also be used. 4000 words	100%

REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Portfolio	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Grace Allen

Date: 12/07/2017

Approved by: Liz Larner

Date: 13/07/2017

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: LSCH6037	MODULE TITLE: Leadership, Strategy and Change in Human Resources
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 This module builds upon students' understanding of the role of leadership and the importance of strategy within the human resource management function. It builds on the foundation gained from the Introduction to HRM module at Level 4, and its analysis of the business environment. Students critically evaluate the ways in which HR practitioners contribute to the change management process.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	50%	P1	50%
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 The module looks at the role of leadership within organisations and how the approach to leadership impacts on HR strategy. Students analyse what HR practitioners need to consider in formulating suitable HR strategies for the business. Students understand the links between business strategy and HR strategy. An important focus of the module is how the HR functions contribute to the organisation's ability to manage change.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Explain and critically analyse the concepts of leadership and management and their application in an organisational, social, environmental and multicultural context
2. Evaluate how organisational policies fit with the company's HR strategy and its overall business strategy
3. Develop change management strategies to support the business in gaining competitive advantage.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
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DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Evaluating the nature of leadership and change management models; understanding how leadership styles impact on an organisation's approach to managing change; understanding of the aims and objectives of the HR function and how these are met in practice; exploring HR strategy and its role in business strategy; development of HR strategies, skills and practice; integration of change management processes within HR strategy; understanding management development, its design and delivery; formulating and embedding HR strategy; understanding and developing HR Leadership skills; professional and ethical approaches to developing HR strategies.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Independent study	120	Pre-seminar: Workshop preparation activities include research activities, case studies, video clips and documentaries, recommended reading. Post-seminar: Reflective log includes a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	Report	100%	Report - Devise a training programme for developing HR Leadership skills (group task) links to outcomes1 & 2. 2,000 word count
Practice	P_	Oral assessment and presentation	100%	In-class practical group assessment – 20 minutes video presentation of training plan link to learning outcome 3.

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EMTH6013 **MODULE TITLE:** Emerging Themes

CREDITS: 15 **FHEQ LEVEL:** 6 **JACS CODE:** N/A

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Change is not only likely, it's inevitable. This module critically reviews theories, concepts and practices applicable to emerging issues that exemplify the dynamic working environment confronting organisations and workers today. The identification and analysis of these emergent issues provides students with a functional knowledge of current issues and a critical understanding of how these affect the shaping the overall organisational strategy and decision-making. This will focus on the specific emerging themes relating to students' disciplines of study and will change to reflect the contemporary debates of the day.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

GSMEE

Professional body minimum pass mark requirement:

MODULE AIMS:

This module aims to:

develop a deep understanding of the emerging themes within business and organisations;
critically evaluate themes and assess their impact on business strategy and decision-making;
apply a range of techniques to critically evaluate the appropriateness of existing organisational policies and practices;

provide practice in application through assessment of organisational impact of emergent themes and the development of strategies and policies to manage change.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Demonstrate a critical understanding of emerging themes as informed by research and the marketplace. 2. Critically analyse evolving trends in business management in order to provide robust strategic solutions to organisations. 3. Proactively source and apply research to inform operational and strategic decisions in different organisational contexts. 4. Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations. 	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Knowledge and understanding of the key aspects of business management.</p> <p>K1.2 Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic business issues.</p> <p>K1.4 Critical awareness of ethical issues in core business activities and the ability to discuss these in relation to personal beliefs and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management, and field of study.</p> <p>C2.1 Competence in carrying out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.</p> <p>C2.3 Evaluation of the reliability of data using recognised and appropriate techniques.</p> <p>C2.4 Collection and synthesis of business ideas and information in a formal manner.</p>

Transferable Skills:

- T3.0 Utilisation of the transferable skills necessary to work within areas of management across sectors and industries.
- T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques.
- T3.2 Working with limited autonomy within agreed and defined parameters.
- T3.3 The development of responsibility for their own learning.
- T3.4 Effectiveness with others while meeting the required obligations involved.

Employment:

- E4.0 Skills required for graduate employment in the areas of business management including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.
- E4.1 Identification of the career specialism that reflects their interests and abilities.
- E4.2 Understanding of careers' pathways and the professional expectations of the behaviour required to achieve these.

Practical:

- P5.0 The acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 An understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.
- P5.2 Application of the relevant methods and

	frameworks to clearly defined business problems. P5.3 Undertaking of research tasks with minimum guidance to investigate and develop people performance issues.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn/Spring/Sumer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018

NATIONAL COST CENTRE: N/A

MODULE LEADER: See Module Handbook

OTHER MODULE STAFF: See Module Handbook

Summary of Module Content

This module will be developed around key themes in current environment as relevant to the degree subject across the various disciplines. Students will look at underpinning methods and techniques such as horizon-scanning, scenario-planning and sea-change planning. Indicative content may include current impact of technology or integrated-post-technology, demographic shifts, political environments, and global power redistribution.

Whilst this one module sits across a range of programmes, the content will be tailored as suitable to the degree subject area of study. For example; Emerging Themes in Marketing is likely to be different to Emerging Themes in Oil and Gas. The focus of the content for the emerging themes will be developed from the students own research and reading. So enabling students to study the impact of emerging themes on their own discipline.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Seminars	30	Each seminar explores an emergent issue related to the area within the award subject. Each focuses on the specific tools of critical reading and evaluation tools particularly related to information synthesis.
Guided Independent Study	120	The Independent guided hours are primarily spent in three areas: preparation for the workshop, specified reading relating to a topic, undertaking of critical reading and writing tasks in preparation for the workshop.
Total	150 Hours	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
Lo1, Lo2, Lo5	Coursework	Seen Article Analysis	50%
Lo1, Lo3, Lo4		Questions related to a provided article. 1,000 words.	50%
		Seen Case Analysis	100%
		Questions related to a provided organisational case study. 3,000 words.	

REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
Lo1, Lo2, Lo5	Coursework	Seen Article Analysis	50%
Lo1, Lo3, Lo4		Questions related to a provided article. 1,000 words.	50%
		Seen Case Analysis	100%
		Questions related to a provided organisational case study. 3,000 words.	

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Grace Allen
Date: 12/07/2017

Approved by: Liz Lerner
Date: 13/07/2017

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: RPRO6050 **MODULE TITLE:** Research and the Professional

CREDITS: 15

FHEQ LEVEL: 6

JACS CODE: N/A

PRE-REQUISITES:
None

CO-REQUISITES:
None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

In business, there is a need to seek answers to questions, such as service levels, consumer perceptions or how satisfied employees are. To succeed, businesses need to gather information about their competitors, their consumers and their own performance.

Through the evaluation of different research methods, students apply business research methods in a range of contexts. These methods will not only prove useful in personal and professional development but will form the foundation for work on a Capstone Project.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

GSMEE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module assists students in gaining an appreciation of the array of methods available to organisations to conduct and commission research. It develops students' understanding of the range of quantitative and qualitative methods of research that can be applied within a business investigation. It introduces the complexity involved in conducting research within organisations, including the potential ethical aspects encountered in a professional context. It develops research skills enabling students to be able to tackle various types of business and academic research in an area of their chosen field, as appropriate to their programme.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Detailed understanding of the main frameworks and principles of research design 2. Broad awareness of the various quantitative and qualitative methods that are used to develop business research. 3. Ability to apply research understanding to the development of a research proposal 4. Appreciation of the ethical practices involved in managing, conducting and disseminating research 	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions</p> <p>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.</p> <p>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.</p> <p>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.</p> <p>C2.2 Apply concepts, frameworks and information to real world problems or practices.</p> <p>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.</p> <p>C2.4 Synthesise and communicate ideas and information in a formal manner.</p>

Transferrable Skills:

- T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries
- T3.1 Operate in predictable, defined contexts using standard, recognised techniques.
- T3.2 Work with limited autonomy within agreed and defined parameters.
- T3.3 Develop responsibility for their own learning and reflect on their professional practice.
- T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

- E4.0 Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development.
- E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.
- E4.2 Understand careers pathways and the professional expectations, behaviour and values required to achieve these.

Practical:

- P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes.
- P5.2 Apply relevant methods and frameworks to clearly defined business problems.
- P5.3 Undertake research tasks with minimum guidance to investigate and develop

	<p>people performance issues.</p> <p>P5.4 Communicate effectively to explain business issues in a clear and concise manner.</p>
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn/Spring/Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018

NATIONAL COST CENTRE: N/A

MODULE LEADER: See Module Handbook

OTHER MODULE STAFF: See Module Handbook

Summary of Module Content

The nature and purpose of research and gathering business intelligence; the role of self-reflection in developing individual learning outcome for research projects; conducting literature reviews to support the development of projects; classification of research projects; the stages of the research process; methods of data collection, evidencing research; qualitative and quantitative data analysis; presenting and analysing research; communicating research findings; ethical requirements in treating research subjects and conducting research.

Students engage in formative assessment via the presentation of their research outline which receive peer and tutor feedback.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	10	Tutor exposition of key knowledge areas as outline in scheme

		of work.
Seminars	20	Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in discussion and application of subject areas.
Guided Independent Study	120	Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Written Assignment - Detailed research proposal for project. word length 2,500	100%

REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Written Assignment - Detailed research proposal for project. word length 2,500	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Grace Allen

Date: 12/07/2017

Approved by: Liz Lerner

Date: 13/07/2017

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: RMET6053 **MODULE TITLE:** Research Methods

CREDITS: 15

FHEQ LEVEL: 6

JACS CODE: N/A

PRE-REQUISITES:

CO-REQUISITES:

COMPENSATABLE: Y

None

None

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module allows students to undertake supervised research in an area of their chosen field as appropriate to their programmes. The module aims to provide students with the tools and skills for developing their own academic research.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked:

GSME

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to develop students' understanding of research methodologies and techniques relevant to their chosen field (Business, Management, Law, Oil and Gas etc). It allows students to plan and engage in a substantial piece of supervised research in an area of interest to them.

This module also requires students to evaluate the content of the published literature as relevant to the issue(s) investigated.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Identify a research topic appropriate to the level and field of study 2. Demonstrate a detailed understanding of the main frameworks and principles on research design. 3. Assess and contribute to the process of research 4. Evaluate how quantitative and qualitative methods can be applied in academic research 	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions</p> <p>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.</p> <p>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.</p> <p>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.</p> <p>C2.2 Apply concepts, frameworks and information to real world problems or practices.</p> <p>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.</p> <p>C2.4 Synthesise and communicate ideas and information in a formal manner.</p> <p><u>Transferrable Skills:</u></p>

	<p>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries</p> <p>T3.1 Operate in predictable, defined contexts using standard, recognised techniques.</p> <p>T3.2 Work with limited autonomy within agreed and defined parameters.</p> <p>T3.3 Develop responsibility for their own learning and reflect on their professional practice.</p> <p>T3.4 Work effectively with others while meeting the required obligations involved.</p> <p><u>Employment:</u></p> <p>E4.0 Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development.</p> <p>E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.</p> <p>E4.2 Understand careers pathways and the professional expectations, behaviour and values required to achieve these.</p> <p><u>Practical:</u></p> <p>P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.</p> <p>P5.1 Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes.</p> <p>P5.2 Apply relevant methods and frameworks to clearly defined business problems.</p> <p>P5.3 Undertake research tasks with minimum guidance to investigate and develop people performance issues.</p> <p>P5.4 Communicate effectively to explain</p>
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	business issues in a clear and concise manner.
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DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM London
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Autumn/Spring/Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programmes for more information.

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017-2018

NATIONAL COST CENTRE: N/A

MODULE LEADER: See Module Handbook

OTHER MODULE STAFF: See Module Handbook

Summary of Module Content

This module allows students to undertake supervised research in an area of their interest. The module is intended to provide a robust foundation for the project, including the identification of a suitable research topic; identifying and reviewing significant and relevant literature; identifying, justifying and using appropriate research methodologies; reporting and analysing results; and drawing appropriate conclusions; identifying different types of research classification; the stages of the research process; evaluating literature; methods of data collection; qualitative and quantitative data analysis; presenting and analysing data; communicating research findings; ethical requirements in treating research subjects and conducting research. The skills that students acquire in their projects also equip them for working in a professional environment, aiding them in analysis and decision-making.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Seminars	30	Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in discussion and application of subject areas.

Guided independent study	120	Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Detailed research proposal for project. Word length 2,500	100%

REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Detailed research proposal for project. Word length 2,500	100%

To be completed when presented for Minor Change approval and/or annually updated

Updated by: Grace Allen Date: 12/07/2017	Approved by: Liz Lerner Date: 13/07/2017
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: EERE6015	MODULE TITLE: Employee Engagement and Relations
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 The module introduces the management of Employee Engagement and Relations in organisations and focuses on the aims, objectives and emerging themes within organisations. It explores policies that improve the standard of performance in the workforce whilst using employee engagement and relations as a threshold. It also considers the culture and change in the organisation of work.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 The module aims to provide a focused introduction to employee engagement and relations. Students examine how organisations can build a more engaged workforce. They are introduced to concepts that underpin the management of work place relationships such as the use of motivational theories, types of employment contract, role of trade unions and the role of employee engagement in reputation management.

 Students also examine concepts relating to employee morale, work ethics, productivity, corporate social responsibility, changes in the wider environments and the organisation of work, culture within the organisation relating to employee engagement and relations, and empowerment.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Explain the importance and key objectives of employee relationship within contemporary organisations and evaluate the relationship between the organisation and its employees in the current environment
2. Analyse the importance of employee engagement within contemporary organisations and evaluate the effectiveness of employee engagement strategies in improving performance, productivity across all sectors of the economy.
3. Appraisal of impact of employee motivation, communication, mentoring and leadership had

on the organisation.

4. Evaluate the significance of employee engagement on levels of absenteeism retention, levels of innovation, customer services and the performance in organisations.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Introduction to Employee engagement and relationship; definition, practice, context and theory; employee relationships; the contract of employment, the psychological contract, differing perspectives on the employment relationship; the employee relationship; motivation theories, the role of trade unions and their culture; the changing context and nature of the contemporary employment relationship; changes in the wider environment, changes in the organisation of work; employee engagement; how to develop people's skills and help wider growth to ensure they meet their potential; how to attain and retain appropriate people for the work achieved within organisations; management philosophies of engagement; commitment, high involvement and empowerment and how employees are motivated to perform; employee engagement; empowerment, innovation; leadership, how to harness the best from individuals and having a successful team and effectiveness of how high this impacts on the organisation, coaching; the managerial approaches and the role of managers in regulating and improving employee engagement; the role of policy in organisations, flexible working, family friendly policies; the future of employee engagement and relations and the impact it could have across all sectors of the economy.

The assessed learning outcomes map to several of the Chartered Institute of Personnel & Development (CIPD) learning outcomes for the Employee Engagement and the Contemporary Developments in Employee Relations units at Intermediate level.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Guided independent study	120	Pre-tutorial: Workshop preparation activities including research activities, case studies, video clips and documentaries, recommended reading. Post-Tutorial: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Report	100%	Analytical Report, Written report – research, analysis & implementation plan. Links to outcomes 1, 2, 3 and 4. Research and analysis of case report into the impact employee engagement and relations have on an identified organisation (in a certain sector). Demonstrate the motivation theories behind this and identify the policies/strategy of the organisation in support of this. Word count: 2,000

Updated by: Date: Grace Allen 12/07/2017	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: EQDI6018	MODULE TITLE: Equality and Diversity
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:

This module builds upon the students' understanding of human resource management and considers the ways in which current European legislation, such as the Equality Act 2010, affect employment issues and trends in the UK. The module looks at how these issues impact on HR strategy and what HR practitioners need to consider. Students will understand the links between business strategy and HR strategy.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The module aims to provide the theoretical and conceptual background necessary for students to understand the British context of workforce diversity. Students examine the changes in the socio-economic structure of the workforce in recent years which have provided new challenges for management. These changes involve greater diversity within the workplace and are associated with characteristics such as gender, religion, race, age and nationality. The module aims to consider how these factors affect the HR strategy within the organisation and how, in turn, the HR strategy fits in with the overall business strategy. In order to do this, students consider the components of HR strategy and how HR strategy is formulated, in order to increase competitive advantage.

ASSESSED LEARNING OUTCOMES:

At the end of this module students will be expected to be able to:

1. Identify and explain forms of diversity in the workplace and the reasons for its growth in recent years, defining inequality of opportunity and circumstances in which it is likely to arise.
2. Discuss the ways in which organisations can utilise the advantage of equal opportunities within a diverse business environment.
3. Devise organisational policies to promote equality of opportunity amongst different groups of workers and identify the potential problems of applying legislation within the diverse

workforce.

4. Explain how organisational policies fit with the company's HR strategy and its overall business strategy and demonstrate skills in developing these strategies to support the business in gaining competitive advantage.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Exploring HR strategy and its role in business strategy; concepts of equality and diversity; the equality legal framework; the impact of diversity on organisations within the macro environment; managing diversity to maximise organisational performance; the development of HR strategies, skills and practice; integration of equalities and diversity within HR strategy to increase competitive advantage; creating positive organisational culture; remedial strategies for reducing potential conflicts and building robust, effective teams.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Guided independent study	120	Pre-seminar: Workshop preparation activities including research activities, case studies, video clips and documentaries and recommended reading. Post-seminar: Reflective log including a review of identified learning outcomes and recommended reading.

Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)
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Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Report	100%	Report links to outcomes 1,2,3 and 4. Research into the business strategy of an identified organisation. Compilation of diversity strategy and implementation plan. Demonstration of links to the HR & Business strategy Word Count : 2,500

Updated by: Date: Grace Allen 12/07/2017	Approved by: Larner 13/07/2017	Date: Liz
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SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.

MODULE CODE: LEDE6038	MODULE TITLE: Learning and Development
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 This module provides students with an in-depth perspective of the learning and development function within an organisation. It examines contemporary concepts and the theoretical frameworks that apply to learning and development as a part of the HRM function. The module also develops practical skills in identifying and supporting the delivery of individual and organisational learning needs within an ethical and professional framework.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1:	60%	P1:	40%
E2 (OSCE)		C2:		P3:	
T1 (Test)		A1:			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 The module provides a comprehensive and practical perspective of learning and development. Students critically assess the contribution of the learning and development functions in achieving organisational goals. This module focuses specifically on contemporary concepts and theoretical frameworks that apply within the learning and development arena; to enable students to develop the relevant skills, competencies, knowledge and motivation to learn, grow and perform. This module also examines the relationship between organisational learning and the learning and development practitioner as a change agent. Students are expected to demonstrate their understanding of how the implementation of effective learning and development solutions underpin both individual and organisational capability and knowledge. The module provides students with the opportunity to develop their core CIPD Learning and Development professional competencies and to produce a personal development portfolio, along with a learning log.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Explain the importance of effective learning and development solutions to build an organisation's capability, strategy, planning and development and identify the factors that may impinge on the allocation of resources.
2. Recognise a range of assessment and evaluation methods including conducting a learning needs analysis which takes account of how people learn.

3. Define and evaluate the current theories and models of learning and development solutions
4. Evaluate the learning and development practitioners' role in design & implementation of L&D solutions to support the appropriate organisational culture; through understanding of behaviour & performance.

DATE OF APPROVAL: 14-15/01/15	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

This module supports the content of the current CIPD qualification for trainers and Learning and Development professionals at the foundation level.

Learning and Development - definition, theory and practice of learning and development. including an understanding of training and adult education; the 'Curator' of Learning and Development-developing as an effective L&D practitioner; the role of Learning & Development – understanding the role of L&D and how it supports the organisational objectives; leading and managing the Learning & Development Function- recording, collecting and analysing learning and development data; conducting learning needs' analysis; designing Learning & Development; delivering Learning and Development (part 1); delivering Learning & Development (part 2); assessment and evaluation- models and techniques in assessment and evaluation learning and development; developing coaching and mentoring in the work place.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Tutorials	30	Interactive tutor led sessions with a range of activities including case studies, application based activities
Guided independent study	120	Pre-tutorial: Workshop preparation activities including research activities, case studies, video clips and

		documentaries, recommended reading. Post-Tutorial: Reflective log including a review of identified learning outcomes, recommended reading.
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Report	100%	Learning Needs Analysis Analytical Report and CIPD Learning Log Links to outcomes 1, 3, and 4. Individual report on research and analysis of conducting learning needs in an organisation where there may be skills or knowledge gaps. Evaluate the impact and efficiency of the identified methods of learning needs for improving organisational performance. Word count: 2,000
Practice	P_	Practical skills assessment	100%	In-class practical delivery of training, presentation or facilitation skills Links to outcomes 2 Individual delivery of a practical learning/ training session for individuals or groups of learners. 15 minutes

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: PRMA6049	MODULE TITLE: Project and Risk Management
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 Project Management is a fundamental skill of the modern manager. This module identifies and demonstrates the key elements of project management and helps students to define and deliver projects distinctly from operational management tasks. It prepares students to manage projects both within a normal management role and/or as part of a major project team.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	70%	P1	30%
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 This module aims to demonstrate the basic techniques and best-practice among world-class companies to improve project management performance. The module gives students a tool-kit to deliver a project, to budget for time and resources, and to identify and engage with the project's stakeholders. It will pay particular attention to risk elements within a project.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Identify and appraise the component parts of a major project
2. Construct an appropriate risk management plan for a project
3. Modify a project plan to respond to project constraints
4. Critically evaluate a time and cost constrained project plan and complete a Critical Path Analysis on the project

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
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DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Project definitions and characteristics; the role of project managers; the differences between project management and general management; the sequential phases of a project life-cycle; the importance of planning; risk analysis and management; stakeholders and their importance; control of projects; scope management; work breakdown structure; critical path analysis; documentation & communication; managing project meetings.

This module features formative assessments where students' knowledge is regularly tested with any of the following (or combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at assisting students to develop the knowledge and understanding of the subject matter. Students receive timely feedback on each of the formative assessments completed during the module. All methodology and terminology will align to industry standards including PRINCE2.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	Interactive lectures
Seminars	20	Smaller groups to engage with learning activities
Guided Independent Study	120	Software Structure activities including reading; observations, research, group meetings, assessment or exam preparation and self-directed study
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Written Assignment	100%	Linked to learning outcomes 1, 2, 3, and 4. Group work to develop a project and risk management plan (word count of 2500 words)
Practice	P_	Oral assessment and presentation	100%	10 minute group presentation of the project and risk management plan

Updated by: Date: Grace Allen 12/07/2017	Approved by: Liz Larner 13/07/2017	Date:
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: SCEN6058	MODULE TITLE: Stakeholder and Community Engagement
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CREDITS: 15	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Y
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SHORT MODULE DESCRIPTOR:
 Stakeholder and Community Engagement is a fundamental skill of the modern manager. This module helps students to recognise key people and groups and build and execute plans that gain and maintain the support from those groups that lead to successful outcomes. It prepares students to manage stakeholders and to communicate both within a normal management role and as part of a major project.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSME

Professional body minimum pass mark requirement: NA

MODULE AIMS:
 This module aims to introduce students to stakeholder and community management theory and techniques. In particular, to recognise the importance of stakeholders and communities in everyday management tasks and major projects. It looks at techniques to identify stakeholder groups, analyse their sphere of influence and prioritise their importance to their objectives as individuals or organisations. The culmination of the module will involve creating plans and strategies to effectively manage and engage stakeholders and communities.

ASSESSED LEARNING OUTCOMES:
 At the end of this module students will be expected to be able to:

1. Use a range of techniques to identify and critically evaluate key stakeholders for a given situation.
2. Utilise issues identified in stakeholder analysis to develop and prioritise stakeholders and predict behaviour.
3. Select and justify appropriate communication strategies and measurement approaches to form and maintain stakeholder and community engagement.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Stakeholder Management Theory; Reasons for Managing Stakeholders; Identifying and researching the Stakeholder; Determining the Stakeholder Mission; Stakeholder assessment; Stakeholder behaviour prediction: Individual Stakeholder Planning; Communication Strategies; Social networks; Plan implementation; Measurement

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Guided independent study	120	Structure activities including reading; observations, research, group meetings, assessment or exam preparation and self-directed study
Total	150	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Written Assignment	100%	Linked to Learning outcomes 1, 2, and 3. Stakeholder analysis and communication plan (word count of 4,000 words)

Updated by: Date: Grace Allen 12/07/2017	Approved by: Larner 13/07/2017	Date: Liz
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SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.*

MODULE CODE: CAPP6004*	MODULE TITLE: Capstone Project (Dissertation/Consultancy Project/Work Based Learning)
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CREDITS: 30 credits	FHEQ LEVEL: 6	JACS CODE: NA
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: N
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SHORT MODULE DESCRIPTOR:
A Capstone Project synthesises a student's learning in a single project that demonstrates their fulfilment of the programme learning outcomes. Each project results in a final product such as a research paper, article, and documented action project, presentation of a body of visual / literary work, written project, dissertation or combination thereof. It also includes a student's reflection in writing on his or her experience in relation to the material.

ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (Test)		A1			

SUBJECT ASSESSMENT PANEL Group to which module should be linked: GSMEE

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module allows students to synthesise their learning in a single project that demonstrates their fulfilment of the programme's learning outcomes. It integrates their academic knowledge with experiences beyond the classroom and combines their developing knowledge, skills, and personal interests. The project is conceived, designed, and carried out independently, with support and supervision.

ASSESSED LEARNING OUTCOMES:
At the end of this module students will be expected to be able to:

1. Demonstrate a detailed knowledge of the major discipline with areas of specialisation. (Specific learning outcomes to be set by student and supervisor).
2. Undertake critical analysis using an appropriate range of techniques - evaluate evidence to support conclusions - application to complex situations.
3. Engage in self-assessment, reflection, and analysis
4. Use creative and critical thinking skills to solve problems.
5. Work and learn both independently and collaboratively

6. Communicate ideas and the results of their work with clarity and concision as appropriate to the identified audience.

DATE OF APPROVAL: 14-15/01/2015	FACULTY/OFFICE: Academic Partnerships (AP)
DATE OF IMPLEMENTATION: October 2015	SCHOOL/PARTNER: GSM LONDON
DATE(S) OF APPROVED CHANGE:	TERM: Autumn/Spring/Summer

Additional notes (for office use only):

Projects will fall into 4 categories: Research-based dissertation, work based learning, creative or a hybrid of these forms. Content and focus of the project will be as appropriate to meet the learning outcomes of the programme of undergraduate study.

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students are required to undertake a project within their subject area. They will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G- BSc (Hons) Marketing
- H – BSc (Hons) Accounting and Finance

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2017/2018	NATIONAL COST CENTRE: NA
MODULE LEADER: See module handbook	OTHER MODULE STAFF: See module handbook

Summary of Module Content

Capstone Projects are intended to be intensive, active learning projects, requiring significant effort in the planning and implementation by the student, as well as preparation of a substantial final submission.

Whilst subject is likely to be driven by the programme aims, there is a wide scope of opportunity for students to develop a project or dissertation in a subject area of their choice. Scrutiny review will be conducted on proposals and will look to ensure students have covered within their project development and implementation the nature and purpose of research and applied aspects of their research module such as role of self-reflection in planning and implementing a project, effectively communicating project findings and ensuring ethical requirements are met.

When first writing the CP, the student drafts an outline proposal in Research in a Professional Context or Research Methods for traditional dissertations. Prior to the semester during which the student begins to work on CP, he or she revisits and revises this proposal and submits it to the supervisor in advance of the semester. Some projects may require approval through a project approval/scrutiny committee following the marking of the proposal as part of Research in a Professional Context module.

At the start of the semester the student and Supervisor discuss the plan. Any revisions to this will need to be signed off by the supervisor or approval committee as deemed appropriate. Once the proposal has been approved, the student will design the early stages of the work that make up Capstone Project (CP) under supervision.

Supervision will be allocated as deemed appropriate through the programme teams. Depending on the project and the student's learning needs, the Supervisor may be supported by an additional tutor with subject specialism.

Building on the work of Capstone Project, the student carries out a substantial, personally meaningful project that demonstrates his or her learning in the field and programme and personal stance toward the project's material or practice in Capstone Project.

Examples might include a research paper and published article, film, documented product development.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Project Supervision	10	Students regularly meet with their supervisors to discuss their progress. The term 'project supervision' is used to refer to the meetings that students have with their supervisors, to plan, discuss, and monitor their work. Meetings can take place either virtually or in person. The size of a project supervision meeting depends upon the number of students involved in the work concerned, and the nature of that work. Supervision will also frequently take place on a one-to-one basis.
Tutorials	20	Tutorials involve one-to-one or small group supervision, involving provision of feedback or detailed discussion on a particular topic or project. These may include action learning sets to support students through their studies so that they receive support from peers, as well as direction

		or feedback from tutors. Tutorials take place either virtually, or face-to-face.
Guided Independent Study	270	Guided independent study might include preparation for scheduled supervision sessions, follow-up work, wider reading or practice, completion of project related tasks. Students are expected to be responsible for their own learning, with appropriate support being provided by the institution, primarily through supervision. Additional support is provided through peer group based activity, access to libraries and learning spaces, additional skills training, etc. The focus of this guided independent study is on the execution and completion of students' Capstone Projects.
Total	300	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C_	Dissertation/ Written assignment	100%	Project output can be a practical nature, dissertation or written report. Students are assessed on the output of a period of project work (in this instance this may take the form of a dissertation or written report). Examples are diverse and include the documentation of an action based project e.g., an event/product development etc, a peer reviewed article or a film. The potential range of outputs are detailed in an accompanying Capstone Project Student Handbook.

Updated by: Grace Allen 12/07/2017	Date:	Approved by: Liz Larner 13/07/2017	Date:
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