

MODULE SPECIFICATION

1. **Title of the module**

Adding Organisational Value 1: Techniques

2. **School or partner institution which will be responsible for management of the module**

Pearson College London

3. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

4. **The number of credits and the ECTS value which the module represents**

30 credits / 15 ECTS

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn, Spring, Summer

6. **Prerequisite and co-requisite modules**

None

7. **The programmes of study to which the module contributes**

MA Business and Management

8. **The intended subject specific learning outcomes.**

On successfully completing the module students will be able to:

- 8.1) demonstrate a systematic and comprehensive knowledge and understanding of techniques for managing a project and developing business processes.
- 8.2) critically discuss emerging theories, strategies and techniques in project management and their application.
- 8.3) draw upon a comprehensive understanding of relevant techniques to conduct professionally-orientated research and scholarship using a variety of sources and methodologies and synthesise data collected for use in the support of rational arguments and conclusions
- 8.4) devise a justified research methodology (research methods, data collection, data analysis) for a defined problem.
- 8.5) critically review and synthesize a variety of source materials (potentially arising from both the business and academic worlds) which are appropriate to the issue under investigation.

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

- 9.1) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and identify and solve problems
- 9.2) the independent learning ability required for continuing professional development.

10. A synopsis of the curriculum

Module aims:

This module is a pre-cursor to the rest of the programme and seeks to prepare learners for the research and work-based project elements of the programme. In particular it examines the process and techniques that will be required to carry out a research-based project for an organisation in the follow on module.

Overview of syllabus:

The main focus of the module will be around project management and advanced research techniques in preparation for bespoke organisational projects. Due to the extended workplace project requirements of the other modules on the programme, notably the Adding Organisational Value 2 module there is no workplace project in this module.

Overview of syllabus:

1. Project management methodology:

- Researching projects; the project lifecycle
- Project methodologies and building a plan
- Introduction to project management technologies
- Introduction to agile project methodology

2. Managing knowledge within an organisation

3. Research methodology:

- Using various primary and secondary sources within a business project. Here the aim is to understand the nature of business-orientated research and to see how the knowledge, skills and understanding developed on the course can help in consultancy projects through the clarification of a problem/opportunity/issue in order to gain further insight into how to investigate the situation effectively.
- Research Design: Outlining the various methods that are available in order to research a defined problem/opportunity/issue.
- *Data Analysis*: Outlining the various methods that are available in order to analyse data collected. This will include considering the differences between analysing quantitative and qualitative data.

11. Reading list (Indicative list, current at time of publication. Reading lists will be published annually)

- Saunders, M., Lewis, P. and Thornhill, A. (2009) "Research Methods for Business Students" 5th Ed. Pearson Education, Harlow, England.
- Bryman and Bell (2011) "Business Research Methods" 3rd Ed. Oxford University Press, Oxford England
- Collis, J. and Hussey, R. (2009) "Business Research: A Practical Guide for Undergraduate and Postgraduate Students" 3rd Ed, Palgrave Macmillan, London.
- Bentahar, O, & Cameron, R 2015, 'Design and Implementation of a Mixed Method Research Study in Project Management', Electronic Journal Of Business Research Methods, 13, 1, pp. 3-15
- Project Management: The Managerial Process. (2007). Gray, C.F., and Larson, E.W. McGraw-Hill

- Project Management for Engineering, Business and Technology. (2011). J.M. Nicholas and H. Steyn. Routledge.

12. Learning and teaching methods

This module would usually be taught using the blended mode rather than face to face.

Blended version:

Under this mode the module will be predominantly taught by means of asynchronous pre-recorded lectures and exercises which primarily address the research, project management and self-manged learning techniques required for the module. This will be complemented by interactive seminars during the first and final day of the course to enable summary, reflection and application of the techniques studied.

Face to face version:

Under this mode the module will be taught by means of lectures and seminar exercises which primarily address the research, project management and self-manged learning techniques required for the module. A reflective seminar will also run during the final day of the course to help prepare learners for the assessments and next phase of the programme.

Other information:

Due to the extended workplace project requirements in the other modules of the programme, particularly in the Adding Organisation Value 2: Major Project module, there is no work-based project element for this module.

Lectures and seminars (asynchronous or synchronous) and background reading will provide an opportunity for learners to:

- 1.) gain the necessary theoretical knowledge and frameworks; and
- 2.) applying knowledge and techniques within a real world context; and
- 3.) reflect on practices and techniques that they have adopted in a workplace setting.

Independent learning hours will include reading assigned materials, reflection, and preparing for class discussion, and preparing individual assignments.

Typical course structure

Day	Face to face format	Blended online format	Summary
Day 1	Lectures and interactive seminars	Interactive synchronous seminar (3 hours) Asynchronous lectures and activities.	Project management methodologies

Day 2	Lectures and interactive seminars	Asynchronous lectures and activities.	Project management technologies Knowledge management
Day 3	Lectures and interactive seminars	Asynchronous lectures and activities.	Research methodologies
Day 4	Lectures and interactive seminars	Asynchronous lectures, reading and activities. Interactive synchronous seminar (4 hours).	Research methodologies Data analysis techniques

Summary of hours:

Lectures, interactive seminars	28 hours *
Independent study and assessment	272 hours
Total	300 hours

Module	Total taught hours	Synchronous taught hours under face to face and live online modes	Synchronous : asynchronous taught hours under blended mode
Adding Organisational Value 1: Techniques	28 hours	28 hours	7:21 hours

13. Assessment methods

13.1 Main assessment methods

This module will be assessed by:

- *A 2,500 word appraisal of a pre-set existing project plan (50% of overall mark)
- A contained 2,500 word individual research project on a set topic (50% of overall mark).

13.2 Reassessment methods

14. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2
Learning/teaching method	Hours allocated							
Private Study								
<i>Lectures and interactive seminars</i>	28	x	x	x	x	x		
<i>Individual study</i>	272	x	x	x	x	x	x	x
Assessment method								
<i>2,500 word appraisal</i>		x	X				x	
<i>2,500 word contained research project</i>				x	x	x	x	x

15. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

16. **Campus(es) or centre(s) where module will be delivered**

Pearson College London premises and external organisations for work-based projects

17. **Internationalisation**

By the very nature of the topics included in this module, a theme of internationalisation runs throughout.

MODULE SPECIFICATION

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution**

Pearson College London

19. **University School responsible for the programme**

School of Business

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)