

MODULE SPECIFICATION

1. **Title of the module**

Adding Organisational Value 2: Major Workplace Project

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**

- Contemporary Strategy
- Purposeful Leadership and Management
- Finance, Technology and Risk Management
- Change Management and Digital Transformation
- Adding Organisational Value 1: Techniques

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) Identify and define an organisational/industrial/consumer based problem or opportunity around which require a justifiable and substantial level of structured research activity can be carried out.
- 8.2) critically analyse and evaluate current data and research, and present original research findings.
- 8.3) critically discuss the implications of research findings and make appropriate recommendations in light of the identified organisational/industrial/consumer based problem or opportunity, including the limitations of research findings and further opportunities to develop the project, demonstrating original application of knowledge.
- 8.4) construct, reflect and effectively and effectively communicate findings from a research project with careful evaluation of substantiated recommendations.
- 8.5) conduct a research project autonomously and independently with minimal guidance from others, taking responsibility for their own work, working with an awareness of the commercial viability of the project and its relevance to business.

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

On successfully completing the module students will be able to:

- 9.1) demonstrate the independent learning ability required for continuing professional development

10. A synopsis of the curriculum

Aim of module:

This module is the culmination of the programme and will enable the learner to demonstrate their ability to design and carry out a self-directed piece of research-based work that directly contributes to the strategic objectives of a specific organisation.

Overview of module:

This module follows on from Adding Organisational Value 1, which focuses on the skills and techniques required to carry out the requirements of this module.

This module aims to allow students to independently identify organisational, industrial or consumer based problems, opportunities or issues that require a substantial level of structured research activity in order to draw significant conclusions/recommendations, in the form of a contemporary research project. The module will allow students to contextualise real life problems or opportunities, applying the knowledge, skills and understanding to address a selected issue.

Overview of syllabus:

- Defining the business problem/opportunity/issue. This will include how to tackle defining a client's (organisation / consumer / employee / manager etc.) problem/opportunity or issue. This will emulate the first stage in the consultancy process.
- Project and research Design: Outlining the various methods that are available in order to research a defined problem/opportunity/issue.
- *Devising Recommendations and Communicating Findings*: Here insight will be provided on how to best substantiate recommendations to withstand scrutiny when communicating the results of a consultancy project. Here experienced consultants will be used to provide insight.
- Project evaluation and efficacy.

The expectation will be set that learners will need to drive their own learning as an individual based on the context/situation they are attempting to consult on. The backdrop here is to develop individuals who are able to think and work independently.

Soft skills development in this module:

This module addresses one of the key themes of the programme: problem solving. The expectation will be set that learners will need to drive their own learning as an individual based on the situation they are attempting to consult on. The backdrop here is to develop individuals who are able to think and work independently but equally able to liaise effectively with stakeholders across an organisation. An inherent component of this module is the communication, enquiry, analytical and presentational techniques required for problem-solving in an organisation

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.
- Johnson (2016), "Leadership and Organisational Problem Solving: Learning to Lead and Manage the Organisational Maze, Austin McCauley
- 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.

12. Learning and teaching methods

This module will be taught primarily through mentorship and group reflection. The main element of the teaching and learning will come from an extensive work-based project (a minimum of 6 weeks) sandwiched in between a group preparatory day and a group reflection day at the end of the module.

Independent learning hours will include planning, reflection, and preparing for class discussion, preparing individual assignments, and preparing and working on the workplace project.

Mentored work-based project:

The extended work-based project for this module will take place over a minimum of 6 weeks in a workplace setting under regular mentorship from the module tutor. It will take place after the first day of class tuition and before the final day of tuition.

During this project learners will design and execute an extensive research-based project in which they will be required to design and carry out extensive research in the context of a particular organisation or industry. Each project will be bespoke to the individual and their chosen organisation but will include the following elements:

- An initial project and research plan.
- A report that details research methodology and findings.

Typical course structure

Day	Synchronous format	Blended format	Summary
Day 1	Interactive seminars	Asynchronous learning (7 hours)	Project design Recap of Adding Organisational Value 1 Presentation of information
6 – 10 weeks	Workplace project	Workplace project	Regular scheduled meetings with teacher/coach/mentor/peer during this period

Day 2	Interactive seminars, presentation, peer reflection	*Interactive seminars (7 hours)	In class presentations based on work-based project Group reflection
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Summary of hours:

Lectures, interactive seminars and peer discussion	14 hours
Independent study and assessment	230 hours
Workplace project	56 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 2: Major workplace project	14 hours	14 hours	7 hours:7 hours

13. Assessment methods

13.1 Main assessment methods

The assessments for this module will be exclusively based on the extended work-based project.

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This module will be assessed by:

- 4,500 word report (85% of overall mark)
- Individual Pecha Kucha in class presentation on findings of project (15% of overall mark)

An inherent component of these assessments will be the requirement of learners to demonstrate the critical soft skills required of senior leaders in an organisation as outlined in section 10.

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
Learning/ teaching method	Hours allocated						
Private Study							
<i>Lectures and interactive seminars</i>	14	x					
<i>Individual study</i>	230	x	x	x	x	x	
<i>Work-based project</i>	56		x	x	x	x	x
Assessment method							
<i>Workplace project</i> <i>Pecha Kucha presentation (in class)</i>				x			
<i>4,500 word Report</i>		x	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.

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

FACULTIES SUPPORT OFFICE USE ONLY

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)