

MODULE DESCRIPTOR

TITLE	Developing Personal and Professional Practice			
SI MODULE CODE	44-7837-00C			
CREDITS	15			
LEVEL	7			
JACS CODE	N600			
SUBJECT GROUP	OB/HRM			
DEPARTMENT	Management			
MODULE LEADER	Rachel Woodcock			
NOTIONAL STUDY HOURS BY TYPE	Tutor-led	Tutor-directed	Self-directed	Total Hours
	25	25	100	150

MODULE AIM(S)

Successful human resource (HR) professionals have different approaches to their work, sharing a range of diverse personality traits, attributes and beliefs. These underpin skills proficiency, but cannot in themselves be described as 'skills'. Yet often they are central determinants of an individual manager's effectiveness and are developed consciously over time and with an awareness of differing cultural contexts and operating environments. A key purpose of this module is thus to encourage learners to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues. The module is primarily concerned with the development of skills, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management practice and to effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets, a range of team working and interpersonal skills and others associated with developing personal effectiveness and credibility at work. The module also seeks to develop further more-specialised skills that are of particular significance to effective higher-level people management and provides opportunities for applied learning and continuous professional development. Finally, the module seeks to help learners make the most of their formal programmes of study with the inclusion of key postgraduate study skills and requires critical reflection on theory and practice from an ethical and professional standpoint.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to;

1. Demonstrate through practice the skills to manage themselves and interpersonal relationships in a professional context;
2. Develop the ability to solve problems and make decisions based on sound judgements grounded in practical experience and theory;
3. Critically evaluate and apply the research and theory in the field of reflective / reflexive practice and continuous professional development;
4. Demonstrate the capability to manage and interpret financial resources and information technology;
5. Apply effective leadership and team working skills in the management of people;
6. Demonstrate competence in postgraduate study skills;
7. Act ethically with a demonstrated commitment to equality of opportunity and diversity in all aspects of professional and personal practice.

INDICATIVE CONTENT

The content of the module covers the following areas;

- Manage themselves more effectively at work or in another professional context.
- Manage interpersonal relationships at work more effectively.
- Make sound and justifiable decisions and solve problems more effectively.
- Lead and influence others more effectively.
- Interpret financial information and manage financial resources.
- Demonstrate enhanced IT proficiency
- Demonstrate an essential people management skill-set.
- Demonstrate competence in postgraduate study skills.

LEARNING AND TEACHING METHODS

Students will be supported in integrating their learning through a range of taught modules, to achieve the above outcomes, in the following ways;

- Tutor facilitated tutorials providing the opportunity for student work groups to reflect and build on the skills development;
- Intensive study blocks;
- Through the E-Learning platform (Blackboard) which provides research linked resources, opportunities for interaction and discussion via forums.
- Through using practitioners and expert guest speakers designed to provide knowledge and demonstrate the usefulness of a range of strategies and policies student facilitated learning sets to develop learner autonomy and intra-dependent learning;
- By providing support and feedback at a number of points during the module to ensure students are maximising their learning through reflective practice
- By the use of learning journals designed to help students reflect on their experiences and to successfully complete the module assessment.

ASSESSMENT STRATEGY AND METHODS

The module requires students to keep a portfolio for the duration of their course of study. The assessment is designed to provide evidence of skills development, continuous professional development and reflective/reflexive practice.

There are a number of skills based workshops which form part of the module. At each stage students will be given formative feedback on their portfolio entries and at the end of the module will be provided with summative feedback.

Task No.	<u>TASK DESCRIPTION</u>	SI Code	Task Weighting %	Word Count / Duration	In-module retrieval available
1	Portfolio	CW	100	5000	No

ASSESSMENT CRITERIA

Portfolio Assessment

Assessment Criteria:	40 - 49%
Demonstrate through practice the skills to manage themselves and interpersonal relationships in a professional context;	Limited evidence in the portfolio of skills development in the areas of self management and interpersonal relationships.
Develop the ability to solve problems and make decisions based on sound judgements grounded in practical experience and theory;	There is a lack of evidence or examples of how decisions and judgement have been formed and how these have been informed by experience and theory.
Critically evaluate and apply the research and theory in the field of reflective / reflexive practice and continuous professional development (CPD);	There is limited evidence of how the theory of reflective/reflexive practice and CPD has been critically evaluated in terms of personal development.
Demonstrate the capability to manage and interpret financial resources and information technology;	There is a lack of evidence of how you have developed and applied the capability to manage and interpret financial resources and information technology.
Apply effective leadership and team working skills in the management of people;	You have not provided evidence in the portfolio of how and where you have applied leadership or team working skills.
Demonstrate competence in postgraduate study skills;	The portfolio as a whole lacks the evidence and examples which shows that you have developed M-level study skills e.g. critical thinking and analysis, reflective practice, referencing and research and reading.

FEEDBACK

Students will receive feedback on their performance in the following ways;

- Formative oral feedback in tutor-led learning sets by tutors and peers.
- Written formative feedback at the end of Year 1.
- Summative feedback after the final Portfolio submission at the end of Year 2

LEARNING RESOURCES (INCLUDING READING LISTS)

Adair, J. (2007) Develop your leadership skills. London: Kogan Page. [\[ELECTRONIC BOOK\]](#)

Bee, R. And Bee, F. (2005) Managing Information and Statistics. 2nd ed. London: CIP

Bolton G (2010) Reflective Practice: Writing and Professional Development. 3rd ed. London: Sage Publications Ltd.

Boud, D., Keogh, R., and Walker, D. (1985) "Promoting Reflection in Learning: A Model." In D.Boud, R. Keogh, and D. Walker (eds.), Reflection: Turning Experience into Learning. East Brunswick, N.J.: Nichols, Kogan Page.

Daudelin M W (2000) Learning from Experience Through Reflection. Organizational Dynamics 24 (3): 36-48.

CIPD (2008) Who Learns at Work? CIPD: London

Davies, D. (2005) Managing Financial Information. 2nd ed. CIPD: London.

Dyson, J.R. (2010) Accounting for non-accounting students. 8th ed. Harlow: Financial Times Prentice Hall.

Garvey, B., Stokes, P. and Megginson, D. (2009) Coaching and mentoring: theory and practice. London: SAGE.

Hartog M (2002) Becoming a reflective practitioner: a continuing professional development strategy through humanistic action research. Blackwell Publishers Ltd

Megginson & Whitaker (2007) Continuing Professional Development. CIPD. London

Mezirow, J. et al (1990) Fostering Critical Reflection in Adulthood: A Guide to Transformative and Emancipatory Learning. San Francisco: Jossey-Bass,.

Moon, J. (1999b) Learning Journals: A Handbook for Academics, Students and Professional Development. London: Kogan Page,.

Schon, D. A. (1983) The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books,

Journals

Websites e.g. CIPD

Blackboard

SECTION 2 'MODEL A' MODULE (INFORMATION FOR STAFF ONLY)**MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION****MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2011

MODULE DELIVERY PATTERN - *If the course will have more than one intake, for example, September and January, please give details of the module start and end dates for each intake*

	Module Begins	Module Ends
Course Intake 1	09/2011 (Full Time)	05/2012
Course Intake 2	09/2011 (Part Time)	05/2013
Course Intake 3	DD/MM/YYYY	DD/MM/YYYY

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Does the Module (using Model A Assessment Pattern) Require Either*	
Overall Percentage Mark of 40%	Y
Overall Pass / Fail Grade	N

**NB: Choose one of the above – Model A module cannot include both percentage mark and pass/fail graded tasks*

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Strategy)	Task No. 1
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	N
Single Referral Package for All Referred Students	Y