

Module Details	
Module Title	Continued Personal and Professional Development (In Company)
Module Code	HRM5016-B
Academic Year	2022/3
Credits	20
School	School of Management
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Practical Classes or Workshops	41
Directed Study	159

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Academic Year

Module Aims
<p>This module builds on the L4 Personal and Professional Development module.</p> <p>The module content will support development of mapped Knowledge, Skills and Behaviours, as set out in the relevant apprenticeship standard, and highlighted in the syllabus below and further develop some KSB?s covered at L4.</p>

## Outline Syllabus

Syllabus will help develop Academic, Work-based Learning and Personal Development skills.

It will also cover:

- \* Referencing
- \* Critical writing
- \* Literature searching
- \* Report writing
- \* Project Management skills
- \* Research skills
- \* Competency based interview skills
- \* Reflection
- \* Links to "Morrisons ways of working" for apprentices whose sponsoring organisation is Morrisons
- \* Work Based Learning
- \* Portfolio development

Specific Knowledge elements of the relevant apprenticeship standard to be delivered:

A1.5: Evaluate risk management models and review own organisation's approach to the identification and monitoring of risk.

A2.1: Critically evaluate change management models.

A2.2 : Apply relevant model(s) to effectively manage substantial change in a select area of own organisation.

C2.1: Evaluate the use of procurement and contracting and analyse their use within the context of own organisation.

C2.2: Assess the legal requirements around procurement and contracting and how to comply with these.

F1.1: Evaluate different types of communication and the application of these analyse their strengths and weaknesses in different contexts.

F2.1: Determine how to maintain personal presence.

F2.2: Prepare and present successfully to large groups.

F3.1: Analyse own interpersonal skills and take responsibility to further develop of these.

I2.1: Explain methods for shaping common purpose.

I2.2: Evaluate models of conflict management and resolution and successfully apply these.

J2.1: Evaluate models of emotional intelligence and their use in the workplace.

J2.2: Evaluate the concept of social intelligence and its use in the workplace.

Content will also support development of the following Skills from the relevant apprenticeship standard:

A6 Gain wide support to deliver successful outcomes.

F6 Manage and chair meetings and clearly present actions and outcomes.

F7 Apply influencing and persuading skills, to the dynamics and politics of personal interactions.

G4 Support the creation of an inclusive, high performance work culture.

G5 Enable others to achieve by developing and supporting them through coaching and mentoring.

I3 Build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.

I4 Contribute within a team environment.

I5 Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.

I6 Work collaboratively with internal and external customers and suppliers.

J3 Reflect on own performance, identifying and acting on learning and development needs.

J4 Understand impact on others.

J5 Manage stress and personal well-being, being confident in knowing core values and drivers.

Learning Outcomes	
Outcome Number	Description
LO1	Demonstrate development of competences in areas such as personal responsibility and decision-making, that will enable you to assume significant responsibility within organisations and successfully progress in your career.
LO2	Develop the self-management and study skills appropriate to your own needs and the requirements of your course of study and application to the workplace.
LO3	Develop evidence of the knowledge skills and behaviours necessary to be an effective leader within your sector.
LO4	Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments.

Learning, Teaching and Assessment Strategy
<p>In line with programme learning and teaching strategy this module adopts a blended approach to learning and involves 3 main approaches.</p> <ol style="list-style-type: none"> <li>1. On campus, face to face teaching during a dedicated block week and also sessions each time you are on campus. This will consist of a series of workshops.</li> <li>2. An element of distance learning between block weeks - for this 20-credit module this will consist of 2 x one-hour sessions run as assessment workshops to allow you to seek clarity on assessment criteria, feedback on assessment progress and interact with fellow apprentices regarding the assessment.</li> <li>3. Work based learning. You will be set tasks based on applying on-going learning to their work experience.</li> </ol> <p>The above will also be supported by on-line resources and specific support from the sponsoring organisation as appropriate.</p> <p>During directed study you will be expected to read for further knowledge gain and complete work-based tasks and research to help develop your individual coursework and collect relevant evidence that you can apply to the skills and behaviours associated with this subject area and the standard.</p> <p>Workshops will be delivered by the Programme Leader, work-based learning coaches, Career and Employability Services, library and academic skills service where appropriate.</p>

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Individual presentation (up to 10 minutes)	50%
Summative	Coursework - Written	Individual written assignment (2500 words)	50%

Reading List
To access the reading list for this module, please visit <a href="https://bradford.rl.talis.com/index.html">https://bradford.rl.talis.com/index.html</a>

Please note:

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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