

## Module specification

1. Factual information			
<b>Module title</b>	<b>T227: Change, strategy and projects at work</b>	<b>Level</b>	<b>2</b>
<b>Module tutor</b>	<b>TBD</b>	<b>Credit value</b>	<b>30</b>
<b>Module type</b>	<b>Taught</b>	<b>Notional learning hours</b>	<b>8</b>

### 2. Rationale for the module and its links with other modules

This module will improve students' understanding of the origins, nature and consequences of change in the workplace. It also equips them with the knowledge, skills and competencies needed to successfully plan real practical projects. Besides, it allows students to gain an understanding of how ICTs both drive and enable change in the workplace. Moreover, it develops their knowledge, understanding and skills in project working and helps them to apply their new skills and knowledge to the planning of their own project involving the use of ICTs and associated business systems in their workplace.

### 3. Aims of the module

The module will help students to:

- Gain an understanding of how social, technological, economic, environmental, political, legislative and ethical factors drive and enable change in the workplace.
- Develop knowledge, understanding, confidence and competence in project working and related employability skills
- Evaluate, develop and review personal, academic and professional skills
- Apply skills and knowledge to planning and presenting a project proposal that is capable of being implemented in their workplace.

### 4. Pre-requisite modules or specified entry requirements

TM112 should be taken before T227.

<b>5. Intended learning outcomes</b>	
<b>A. Knowledge and understanding</b>	<b>Learning and teaching strategy</b>
<p>A1. Identify, analyse and explain the factors driving change in the workplace and the opportunities for introducing change, along with the associated challenges and consequences in terms of human and other factors.</p> <p>A2. Understand and explain the processes involved in designing, planning, monitoring, implementing and reviewing work-based projects.</p> <p>A3. Make effective use of appropriate information and communication technologies, and understand and explain their role in planning and communicating information relating to a work-based project designed to implement some aspect of workplace change.</p>	<ul style="list-style-type: none"> <li>• The different Learning outcomes are covered in the study materials which are covered during the face-to-face meetings.</li> <li>• The LOs will be assessed through a number of formative and summative assessments <ul style="list-style-type: none"> <li>○ Formative assessments include activities within module components; Activities are designed to enable students to apply the concepts that have been taught, or to explore issues that extend students' knowledge and skills. These frequently involve reading parts of the module book or other documents. Some of the activities are done during the module meetings and others are done at students' own time and discussed with each other's and the module tutor during the module meetings. Formative assessments are also in the form of feedback on the tutor marked assignment (TMA) provided by the module tutor.</li> <li>○ Summative assessments in the form of continuous assessment provided by the midterm assessment (MTA) and the tutor marked assessment (TMA) and the final exam</li> </ul> </li> </ul>

<b>B. Cognitive skills</b>	<b>Learning and teaching strategy</b>
<p>B1. Apply knowledge and understanding effectively to a range of issues, questions and problems arising from the planning of a work-based project.</p> <p>B2. Explore, analyse and evaluate practical ways of improving workplace practices using appropriate information and communication technologies to develop components of a personal work-based project.</p>	<ul style="list-style-type: none"> <li>The module blocks include a number of activities that provides students with the mentioned cognitive skills and at the same time constitute a formative assessment of these skills. In addition, the TMA assesses and validates the cognitive skills related learning outcomes (LOs). The other assessments (MTA and Final exam) are also means for validation of the LOs.</li> </ul>

<b>C. Practical and professional skills</b>	<b>Learning and teaching strategy</b>
<p>C1. Use the workplace to learn, practise and develop your professional competence.</p> <p>C2. Use appropriate information and communication technologies in a professional context.</p> <p>C3. Plan, organise your time and work effectively.</p> <p>C4. Review, analyse and record ongoing learning needs to maintain and develop skills in the context of the workplace using appropriate information and communication technologies.</p> <p>C5. Develop an awareness of ethical issues relevant to the workplace.</p>	<ul style="list-style-type: none"> <li>The module material exposes students to real world examples of applications. These examples are analyzed and discussed as part of the module activities during the face-to-face meetings (some of them are done at student's own time but discussed during the tutorial sessions).</li> <li>The practical and professional skills are mainly assessed in the TMA, where students apply the taught concepts of IT project and service management.</li> </ul>

D Key transferable skills	Learning and teaching strategy
<p>D1. Plan, monitor and evaluate your study as an independent learner.</p> <p>D2. Use appropriate information and communication technologies to support your own learning.</p> <p>D3. Identify, critically assess and use information or data accurately in a range of contexts.</p> <p>D4. Communicate information, arguments and ideas effectively using technologies, styles and language appropriate to purpose and audience.</p> <p>D5. Critically compare, analyse and use a variety of approaches appropriate to understanding issues or problems arising in the context of workplace change and projects.</p>	<ul style="list-style-type: none"> <li>• Some of the module activities require students to do scientific search to collect, assess and synthesize information from various reliable resources (research articles, magazine articles, etc.). These activities are mainly done at student's own time but under the guidance of the module tutor.</li> <li>• The transferrable skills are mainly assessed in the TMA (formative and summative).</li> </ul>

6. Indicative content.
<p><b>Block 1: A changing world</b></p> <ul style="list-style-type: none"> <li>• Perspectives on change</li> <li>• Change, you and your organisation</li> <li>• Different types of change</li> <li>• Readiness to change</li> <li>• Leading change</li> <li>• Preparing for change</li> <li>• Knowing where you're going</li> </ul>

## 6. Indicative content.

- Doing the analyses
- The external context
- The internal context
- Your immediate workplace context
- Identifying the way forward
- Strengths, weaknesses, opportunities and threats (SWOT) analysis

### **Block 2: Projects in your workplace**

- Features of projects and project working
- What is a project?
- Time, cost and quality
- Changing a routine process
- The project life cycle
- Your workplace learning
- Work-based projects
- Generating ideas for your work-based project
- Project stakeholders and meetings
- Project sponsor
- Meetings and note-taking

## 6. Indicative content.

- Stakeholders and their interests
- Feasibility and moving forward
- Driving and opposing forces
- Vision statements
- Objectives
- Project scope, constraints, risks and contingencies
- Querying, clarifying and agreeing
- Managing risk
- Risk and probability
- Contingency planning

### **Block 3: Project planning, organisation and completion**

- Project teams
- Team roles
- Breaking down the project
- Work breakdown structure
- Resource planning
- Project budget
- Project network techniques

## 6. Indicative content.

- Activities and dependencies
- Types of network diagram
- Float in network activities
- Gantt charts and schedules
- Project go-ahead and implementation
- Project management roles, skills and attributes
- Project start-up
- Project monitoring and reviewing
- Closure, evaluation and learning

### **Block 4: Reviewing and presenting your work-based project proposal**

- Reviewing your work-based project proposal
- Reviewing your project Terms of References
- Project summary – developing your business case
- Presenting your work-based project proposal
- Planning and preparing your presentation
- Practising and delivering your presentation
- Evaluating your presentation.

**7. Assessment strategy, assessment methods and their relative weightings**

MTA: 30%  
 TMA: 20%  
 Final exam: 50%

**8. Mapping of assessment tasks to learning outcomes**

Assessment tasks	Learning outcomes														
	A1	A2	A3	B1	B2	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
TMA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MTA		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓		
End of Semester Exam		✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓

**9. Teaching staff associated with the module****Name and contact details**

TBD

**10. Key reading list**

Author	Year	Title	Publisher	Location
Module adopted from OU, UK.				

**11. Other indicative text (e.g. websites)**

<http://arabou.edu.kw/>