Organisations and Individuals
## module specification

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<tr>
<td><strong>1. Title</strong></td>
<td>Organisations &amp; Individuals (OAIN)</td>
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<tr>
<td><strong>2. Start date</strong></td>
<td>Valid for study sessions commencing from 1 November 2011</td>
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<td><strong>3. Level of module</strong></td>
<td>Level 4 FHEQ</td>
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<td><strong>4. Number of credits</strong></td>
<td>30</td>
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<td><strong>5. Status</strong></td>
<td>Option module within Professional Certificate in Banking</td>
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<td><strong>6. Recommended prior modules</strong></td>
<td>N/A</td>
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<td><strong>7. Programmes of study to which module contributes</strong></td>
<td>Professional Certificate in Banking</td>
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<td><strong>8. Intended subject-specific learning outcomes and, as appropriate, their relationship to programme learning outcomes</strong></td>
<td>On completion of this module students will be able (at an introductory level) to:</td>
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<td>a) show an understanding of management skills and appropriate linkages, including self-management and management of individuals and groups;</td>
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<td>b) identify, describe, compare and contrast the features of selected management and leadership styles, the theories of group operations, motivation and theory;</td>
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<td>c) understand the legal background to employing staff and the procedures and systems involved in their recruitment, selection, induction and longer-term development;</td>
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<td>d) define, explain and discuss the structure of organisations and related theories and cultures;</td>
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<td></td>
<td>e) demonstrate a broad understanding of the strategic importance of management skills at individual, team and institutional levels, including change management, objective setting and the importance of operating as a socially responsible organisation.</td>
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9. **Intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes**

On completion of this module students will be able to demonstrate achievement of the following generic learning outcomes.

1. Critical thinking skills.
2. Ability to learn through reflection on practice and experience.
3. Ability to work with complex material.
4. Ability to analyse problems and identify appropriate solutions.
5. Ability to work and study independently and utilise resources effectively.
6. Communication and report-writing skills.

These intended generic learning outcomes contribute to the following programme learning outcomes: 1, 2, 3, 4, 5, 6.

10. **Syllabus overview**

Effective management is fundamental to the success of any organisation. An understanding of the different types of organisational structure, and the ability to analyse an individual’s own organisation and an individual’s place within it are therefore critical to an individual’s ability to manage effectively.

This module focuses on the principles of management, in terms of the management of people, systems and self. It also identifies the importance of management skills in the strategic context, personal skills for the delivery of quality customer service and the increasing importance of organisations operating in a socially responsible manner.

The syllabus topics have been chosen to develop the student’s knowledge and understanding of organisational structures and theories, institutional management issues and their importance for effective management within the workplace. The module also allows students to appreciate the importance of effective organisational management when dealing with customers and other external stakeholders.
11. Methods of delivery

A: Modes of study

There are three approved modes of study for the module:

Academic centre learners
Students enrolled for an academic centre mode will be provided with an approved schedule of classes designed to support them in achieving the learning outcomes of the module.

Distance learners
Distance learners will be allocated an Associate Lecturer and has access to an ifs Higher Education Student Adviser.

Flexible Learners
A distance learner can choose to register for three enhancement workshops delivered by ifs approved Associate Lecturers at appointed locations (subject to demand); note that these workshops are optional.

B: Learning hours

For a module of study worth 30 credits the total expected study hours are 300 (ie ten hours per credit). The contact hours will depend upon the student’s mode of study. Distance learners will have regular contact with their ifs Associate Lecturer and ifs Higher Education Student Adviser. Distance learners opting for enhancement workshops will have three face-to-face sessions of approximately six hours each, evenly spread at appointed dates in each session. Academic centre students will have face-to-face sessions at regular intervals over each session of study. The timing will depend upon the student and local conditions, but typically will require a commitment of around 40 hours (eg 6 x 6-hour workshops).

C: Learning materials and learning outcomes

Students will be provided with access to my ifslearning (our secure learning environment) that provides access to relevant materials and support for each module. Links to appropriate readings are available from ifs KnowledgeBank, our e-library.
12. Assessment

There are three assessment components for this module:

Component 1

This assessment will represent 30% of the overall module mark weighting and will take the form of an examination of 60 minute duration and containing eight short answer questions of five marks each. The test will be taken at an examination centre after approximately 10 weeks of study.

The pass mark for this component is 40% (16 marks from the 40 marks available).

This assessment will aim to test knowledge and understanding from the early learning in the module. The examination will provide the opportunity for early feedback to the student about progress on the module. It will serve to identify areas requiring further development/revisiting.

This first assessment will focus on testing candidates’ knowledge and understanding from learning outcomes 8a) and 8b). It focuses on self-management within an organisational context, such as managing stress and problem solving, and then moves on to the broader challenge of managing people and teams.

This knowledge and understanding will be built upon in later assessments to test candidates’ ability to apply their knowledge (Assessment Component 2) and to analyse a situation (Assessment Component 3).

You may use a scientific calculator but it must not be programmable, nor have a wireless-communications capability, nor be capable of storing textual information. It must also not require a mains electricity supply. Calculators with any further functions are not allowed in the examination room.

Component 2

The second assessment will represent 20% of the overall module mark weighting and should be submitted after approximately 16 weeks of study. It will take the form of a coursework assignment, allowing students to develop the skills of research and assignment writing and providing the opportunity for feedback the Associate Lecturer. The assignment will comprise a maximum word limit of 1,000 words, including quotations and in-text citations.

The pass mark for this component is 40% (8 marks from the 20 marks available).

The assignment will aim to assess students’ ability to apply their knowledge and understanding from learning outcome 8c) to a situation outlined in a brief scenario. The assignment will aim to assess the student’s knowledge of, and ability to show an understanding of, how staff are recruited, inducted and developed. This application of knowledge and understanding will be built upon in the final assessment to test the candidates’ ability to analyse a situation (Assessment Component 3).
Component 3

The third assessment will represent 50% of the overall module mark weighting and will be submitted at the end of the period of study, intended to be within a period of 24 weeks. The assessment will comprise an end of course assignment with a maximum word count of 2,500 words.

It requires a student to draw on knowledge and understanding from all learning outcomes, especially outcomes 8d) and 8e), and requires them to apply this learning to a particular situation and demonstrate their analytical skills. The assignment will include coverage of organisational management and the strategic importance of management skills, institutional management and change management and the requirement for organisations to operate in a socially responsible manner.

The pass mark for this component is 40% (20 marks from the 50 marks available).

13. Syllabus

1. Self-management

This section of the syllabus focuses on self-management within an organisational context. It identifies ways to enhance personal performance over time.

a) Time management and managing stress.

b) Assertiveness and problem solving.

c) Self-analysis and personal development planning, including continuing professional development.

2. Managing people – leadership

This section of the syllabus concentrates on the management of a critical resource, human resources. As with other sections of the syllabus, it covers both the conceptual frameworks underpinning this area of management and the implementation of these frameworks in practice.

a) Groups, teams and their management.

b) Leadership in theory and practice.

c) Motivating employees and designing and implementing reward structures.
3. **Employing and developing people**

This section of the syllabus investigates the legal background, procedures and systems involved in employing staff, introducing them to an organisation and developing their performance.

   a) The legal framework of managing people, employee and industrial relations, including grievance and disciplinary procedures.
   b) Selection, recruitment and induction processes.
   c) Staff development process including career and succession planning.
   d) Design, implementation and evaluation of appraisal systems.

4. **Organisations – how organisations work**

This section of the syllabus provides students with an underpinning knowledge of the different types of organisations and the most common forms of organisational structure. Attention is paid to the principal theories of organisational behaviour and an introduction is provided to the core processes that organisations need to establish if they are to achieve their corporate objectives.

   a) Types of organisation, with particular reference to the financial services sector.
   b) Power, authority and culture within organisations.
   c) The core features of the management process.

5. **Management strategies**

This section of the syllabus recognises the requirement for organisations to operate responsibly and how they implement their strategies within an ever-changing environment.

   a) Corporate social responsibility.
   b) Organisational objectives, missions and strategies.
   c) Business planning and processes.
   d) Introducing and managing change.