Module Descriptor

| Module Title | Strategy, Decision Intelligence & Ethics | Apprenticeship Standard | Digital & Technology Solutions Professional |
| --- | --- | --- | --- |
| Module code | ADF001-5 | Programme Lead | Eva Zotow |
| Credit points | 30 | Teaching Period | 12 Weeks |
| FHEQ level | 5 | ECTS Value | 15 |
| Core/Optional | Core | PSRB mapping | N/A |
| Prerequisites | None | | |

Module Summary and Aims

This module explores organisational strategy, to equip apprentices with an understanding of the long-term direction of their organisation and what it means for their individual work to be strategically aligned. Internal factors such as organisational culture are related to external factors within industries and economies, to develop the apprentices’ understanding of their organisation’s value proposition. A decision intelligence approach is used to develop causal models that can be used to improve decision making processes in organisations and the impact of decisions are considered in relation to ethical considerations.

This module aims to:

* Train apprentices to analyse their internal and external organisational environment, in relation to their organisational strategy
* Train apprentices to create practical recommendations for successfully implementing organisational strategy
* Train apprentices to use data to critique and improve decision making processes
* Train apprentices to integrate ethical considerations into business decisions

Indicative Syllabus Content

Apprentices will study the following topics:

* Organisational strategy
* Organisational culture
* Digital transformation
* Decision intelligence
* Ethics

Learning Outcomes

Module Learning Outcomes are broken down between knowledge (k), skills (s), application (a) and behaviour (b). By the end of this module, apprentices will be able to:

* (K) Use literature on organisational strategy to support strategic analysis and the development of strategic recommendations to further digital transformation.
* (S) Enhance decision making processes using a decision intelligence approach.
* (A) Analyse organisational plans, policies and processes.
* (B) Reflect on the impact of business decisions using ethical and legal frameworks.

Summary Learning Hours

|  | Scheduled | Guided | Application | Total |
| --- | --- | --- | --- | --- |
| Hours | 42 | 40 | 218 | 300 |
| Percentage | 14% | 14% | 72% | 100% |

Assessment

| No. | Assessment Type | Weighting | Learning Outcome(s) | Length/Duration |
| --- | --- | --- | --- | --- |
| 1 | Report (AP-R) | 35% | K + A | 2,000 words |
| 2 | Presentation (OR-LP) | 65% | K + S + A + B | 30 mins |

Indicative Learning Resources  
Note: Comprehensive and current reading lists for modules are produced annually in the Module Syllabus or other documentation provided to apprentices; the indicative reading list provided below is used as part of the approval/modification process only.

**BOOKS**

* Johnson, G. (2019) *Exploring Strategy, Text and Cases, 12th Edition*. 12th edn. Pearson.
* Pratt, L. (2019) *Link: How Decision Intelligence Connects Data, Actions, and Outcomes for a Better World*. Emerald Publishing Limited.
* Selections from SAGE Business Researcher (2020) *Issues in Business Ethics and Corporate Social Responsibility*. 1st edn. SAGE Publications.

Diversity, Equality and Inclusivity Statement

| **Curriculum Delivery** | **Statements** |
| --- | --- |
| How will learning be apprentice-centred and interactive to engage all apprentices through a range of methods? | All teaching sessions and asynchronous content are developed around the principles of active, collaborative, engaging, meaningful, applied learning. This means that apprentices will be given opportunities to explore concepts and ideas in large and small groups, as well as independently, and bring their lived experiences into the safe asynchronous and synchronous learning environments.   The approach to teaching and learning will be inclusive and draw on apprentices diverse learning needs, experiences, and interests, and offer a variety of modes of engagement, representation, action and expression to enhance flexibility and offer equitable learning opportunities. |
| How will materials, resources and examples provided positively embrace the diversity of apprentices’ backgrounds, interests, experiences and aspirations? | Materials have been designed using the Universal Design for Learning Framework to support all apprentices to have an equal opportunity to engage with content. Resources have been sourced to be culturally inclusive, accessible and flexible to the apprentices’ individual context. |
| How will a range of opportunities for tutors/coaches and apprentices to build effective working relationships? | Apprentices will be given the opportunity to have regular 1:1 drop-ins with their tutor and coach to ensure a positive working relationship. Further, apprentices will be given regular opportunities to give feedback to tutors/coaches to ensure that their voice is informing the design and delivery of the module. |
| How will apprentices be enabled to take responsibility for their own learning experience? | Apprentices will have the opportunity to explore concepts and trial new techniques in safe synchronous and asynchronous learning environments. They will then be required to apply the learning to their working context, and reflect on the outcomes of this application.   Coaching sessions are used throughout the programme to personalise objectives and ensure that the diverse needs of apprentices are met. |
| How will peer interaction be promoted and facilitated? | Peer learning will be embedded throughout the module but will be most evident during the ‘Applied Learning Sessions’ in which apprentices will often be required to work with their peers to solve common real-world problems. |
| How will learning materials be made available in sufficient time and in different formats? | All in-class learning material and non-time-sensitive (e.g. exam questions) assessments will be made available to apprentices at the start of the module. All learning sessions will be recorded, allowing the apprentice to engage with the material in both A/V and written formats. |

Administration

| **Title:** | **CAH03 code:** |
| --- | --- |
| **Approved by:** | **Linked Programmes:** |
| **Version No.** | **Review data** |
| 1 |  |