

CN4005

# Mental Wealth: Professional Life 1 (IT Project Pitching)

Term(s): 2021/22

**MODULE GUIDE**  
**2021/22**



University of  
East London

# School of Architecture, Computing and Engineering

<b>CONTACT INFORMATION.....</b>	<b>3</b>
MODULE LEADER.....	3
ADDITIONAL CONTACT(S).....	3
<b>MODULE INTRODUCTION.....</b>	<b>4</b>
<b>KEY INFORMATION.....</b>	<b>8</b>
<b>ASSESSMENT INFORMATION.....</b>	<b>11</b>
REASSESSMENT ARRANGEMENTS.....	12
LATE SUBMISSIONS .....	12
RETURN OF WORK AND FEEDBACK .....	13
ONLINE SYSTEM FAILURES .....	13
<b>TEACHING SCHEDULE .....</b>	<b>14</b>
TEACHING SCHEDULE, DETAILED .....	15
<b>TOPIC 1 .....</b>	<b>15</b>
<b>TOPIC 2 .....</b>	<b>16</b>
<b>TOPIC 3 .....</b>	<b>18</b>
<b>TOPIC 4 .....</b>	<b>19</b>
<b>TOPIC 5 .....</b>	<b>20</b>
<b>TOPIC 6 .....</b>	<b>21</b>
<b>TOPIC 7, 8 .....</b>	<b>22</b>
<b>TOPIC 9 .....</b>	<b>23</b>
<b>TOPIC 12 .....</b>	<b>26</b>
<b>ATTENDANCE REQUIREMENTS .....</b>	<b>27</b>
<b>REFERENCING .....</b>	<b>27</b>
<b>ASSESSMENT FEEDBACK .....</b>	<b>28</b>
WHAT IS FEEDBACK? .....	28
WHY IS FEEDBACK IMPORTANT? .....	28
WHERE DO I GET FEEDBACK? .....	28
<b>READING AND RESOURCES.....</b>	<b>30</b>
OTHER RESOURCES AND FORMS: .....	30
<b>KEY LINKS .....</b>	<b>30</b>

## CONTACT INFORMATION



## MODULE LEADER

**Name:** Dr Fadi Safieddine

**Email:** [fadi@uel.ac.uk](mailto:fadi@uel.ac.uk)

**Tel:** Please use MS Teams during office hours (Mondays 9:00- 10:00; 14:00- 15:00).

**Room Number:** EB 1.104

## ADDITIONAL CONTACT(S)

Name	Email Contact
Mr Arish Siddiqui	<a href="mailto:a.siddiqui@uel.ac.uk">a.siddiqui@uel.ac.uk</a>
Dr Bilyaminu Auwal	<a href="mailto:b.auwal@uel.ac.uk">b.auwal@uel.ac.uk</a>
Dr Umar Muktar Ismail	<a href="mailto:u.ismail@uel.ac.uk">u.ismail@uel.ac.uk</a>

The Module Leader/Other Tutors and Contact Details were correct at the point of publication. You will be notified of any changes.

# MODULE INTRODUCTION



Developing fundamental professional skills is increasingly critical for successful graduate-level employment, entrepreneurship and career progression in the 4th industrial revolution.

This module will provide students with the opportunity to identify the skills, competencies and experience required for successful development to, and in, a range of potential future career areas.

Herein they will begin to recognise the areas for their own personal and professional development through taught and workshop activity.

Central to the developmental process is for each student to cultivate reflective skills, openness, and self-awareness to assess what they are doing, identify areas for improvement, and confidently receive and give constructive feedback. Students will also develop strategies to advance their emotional intelligence through 'lifestyle' and 'self-care' approaches to inform their health and well-being.

Having acquired an understanding of the key developmental areas, students will have an opportunity to form groups and develop, pitch IT project ideas to an in-house IT consultancy micro-business, and be mentored and supervised by students from higher years in developing these ideas. In this position, they will learn and begin to apply the skills developed elsewhere in their studies (and from external activities) as required in the workplace.

As with all UEL modules, attendance is essential and key to success in our modules. Failure to maintain high attendance will result in being removed from the module. The attendance policy applies to both lectures, tutorials and practicals.

You should access the Moodle site by going to <http://moodle.uel.ac.uk>

Your UEL DIRECT ID is the same as your normal login name for the UEL system. If you have not used UELDirect before, your initial password will be your six-digit date of birth.

Once you have logged on, choose **Term 2 CN4005 – Mental Wealth (2021)**.

## **Your Rights and Responsibilities**

As a student registered on this module, you are a large and vibrant learning community member. As a member of that community, you have certain rights. You can expect:

- To be treated with respect by the teaching staff at all times.
- To receive a response from teaching staff to e-mails and telephone messages within five working days.

- To receive coursework feedback within a maximum of four teaching weeks after submission.
- Classes to run at the scheduled times and in the advertised rooms and to be informed, insufficient time, when this is not possible.
- Teaching staff to help you achieve the learning outcomes of this module.
- Teaching staff to do what they say they are going to do.

In addition to the above rights, you also have certain responsibilities, which you must fulfil. You are expected:

- To treat both the teaching staff and your fellow students with respect at all times.
- To attend all classes and arrive for them punctually.
- To notify your module leader by e-mail when you are unable to attend classes.
- To submit your coursework by the published deadline.
- To use your University e-mail account for all correspondence with your module leader.
- To respond to all correspondence (via telephone and e-mail) from your module leader within five working days.
- To prepare for all tutorials and lab sessions as requested

## **Getting Help**

Inevitably, there will be times when you will require help in studying for this module. There are many ways in which you can get help including the following:

1. If you have a problem or want to discuss an issue with your fellow students, then post a message in the appropriate discussion forum on Moodle.
2. If you find information that you think would be helpful to your fellow students, please post details in the appropriate forum.
3. If you wish to discuss a personal (rather than general) matter, then you should e-mail or telephone your module leader. Please note that enquiries of a general nature should always be posted to Moodle. The chances are that other students have similar enquiries and a response will, therefore, be of benefit to all students.

## **MODULE AIMS**

The module aims to introduce students to a variety of skills-based competencies including self-awareness; emotional resilience; motivation; ethical decision-making; active listening; self-discipline and management; managing stress and subject knowledge.

## **MODULE LEARNING OUTCOMES**

At the end of this module, students will be able to:

1. Articulate the nature of work practices, employment patterns and industry requirements and research, identify and plan the required skills and competence acquisition for their proposed career area. (IC)
2. Demonstrate awareness of local and global issues (such as inequalities and sustainability) and identify ways in which their personal approach and actions could have a positive social impact on cultures and the wider society.(CID;CC)
3. Effectively identify and understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence and demonstrating reflexive and reflective thinking in relation to their own development (EID;SID, COI)
4. Use digital tools to gather, and present information and to evaluate and communicate the outcomes of their learning. (DP)
5. Contribute constructively and creatively to a shared production process generated by an external organisation by applying appropriate modes of professional practice and behaviour (CC; EID;SID; UGB)
6. Solve problems within a group context (PID)

## READING AND RESOURCES LIST

### Recommended

Safieddine, F. 2021. 4<sup>th</sup> Edition. *Student's Guide For Final Year Project Thesis: BSc, MSc, MA, and MBA*. Creative Space, New York.

Allen, D., 2015. *Getting things done: The art of stress-free productivity*. Penguin.

Kermode, R. 2013. *Speak So Your Audience Will Listen: 7 Steps to Confident and Authentic Public Speaking*. Pendle Publishing.

## KEY INFORMATION



### Module Specification

<b>Module Title:</b>  Mental Wealth: Professional Life 1 (IT Project Pitching)	<b>Module Code:</b> CN4005  <b>Level:</b> 4  <b>Credit:</b> 20  <b>ECTS credit:</b> 10	<b>Module Leader:</b>  TBA
<b>Pre-requisite:</b> None	<b>Pre-cursor:</b> None	
<b>Co-requisite:</b> None	<b>Excluded combinations :</b> None	<b>Suitable for incoming study abroad?</b> Y
<b>Location of delivery:</b> UEL		
<p style="text-align: center;"><b>Summary of module for applicants:</b></p> <p>Developing fundamental professional skills is increasingly critical for successful graduate-level employment, entrepreneurship and career progression in the 4<sup>th</sup> industrial revolution.</p> <p>This module will provide students with the opportunity to identify the skills, competencies and experience required for successful development to, and in, a range of potential future career areas.</p> <p>Herein they will begin to recognise the areas for their own personal professional development through taught and workshop activity.</p> <p style="padding-left: 40px;">Central to the developmental process is for each student to cultivate the reflective skills, openness and self-awareness to enable themselves to assess what they are doing, identify areas for improvement, and confidently receive and give constructive feedback. Students will additionally develop knowledge of strategies to advance their own emotional intelligence through 'life style' and 'self care' approaches to inform their health and wellbeing.</p> <p>Having acquired understanding of the key developmental areas, students will have an opportunity to form groups and develop, then pitch IT project ideas to an in-house IT consultancy micro-business, and be mentored and supervised by students from higher years in developing these ideas. In this position they will learn and begin to apply the skills developed elsewhere in their studies (and from external activities) as required in the workplace.</p>		
<p style="text-align: center;"><b>Main topics of study:</b></p> <p>The module will introduce students to a variety of skills-based competencies including: self-awareness; emotional resilience; motivation; ethical decision-making; active listening; self-discipline and management; managing stress and subject knowledge. Topics include</p> <ul style="list-style-type: none"> <li>• An introduction to the in-house IT consultancy micro-business</li> <li>• Group formation and dynamics</li> <li>• Brain storming and ideation</li> <li>• IT project management</li> </ul>		



<ul style="list-style-type: none"> <li>• Designing and Prototyping</li> <li>• Presenting and Pitching</li> </ul>
<p><b>This module will be able to demonstrate at least one of the following examples/ exposures</b></p> <p><b>Live, applied project</b> ☑</p> <p><b>Company/engagement visits</b> ☑</p> <p><b>Company/industry sector endorsement/badging/sponsorship/award</b> ☑</p>
<p><b>Learning Outcomes for the module</b></p> <ul style="list-style-type: none"> <li>• <i>Digital Proficiency - Code = (DP)</i></li> <li>• <i>Industry Connections - Code = (IC)</i></li> <li>• <i>Emotional Intelligence Development - Code = (EID)</i></li> <li>• <i>Social Intelligence Development - Code = (SID)</i></li> <li>• <i>Physical Intelligence Development - Code = (PID)</i></li> <li>• <i>Cultural Intelligence Development - Code = (CID)</i></li> <li>• <i>Cognitive Intelligence Development – Code = (COI)</i></li> <li>• <i>Community Connections - Code = (CC)</i></li> <li>• <i>UEL Give-Back - Code = (UGB)</i></li> </ul> <p>At the end of this module, students will be able to:</p> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>4. Articulate the nature of work practices, employment patterns and industry requirements and research, identify and plan the required skills and competence acquisition for their proposed career area. (IC)</li> <li>5. Demonstrate awareness of local and global issues (such as inequalities and sustainability) and identify ways in which their personal approach and actions could have positive social impact on cultures and the wider society. (CID;CC)</li> </ol> <p><b>Thinking skills</b></p> <ol style="list-style-type: none"> <li>6. Effectively identify and understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence and demonstrating reflexive and reflective thinking in relation to their own development (EID;SID, COI)</li> </ol> <p><b>Subject-based practical skills</b></p> <ol style="list-style-type: none"> <li>6. Use digital tools to gather, and present information and to evaluate and communicate the outcomes of their learning. (DP)</li> <li>7. Contribute constructively and creatively to a shared production process generated by an external organisation by applying appropriate modes of professional practice and behaviour (CC; EID;SID; UGB)</li> </ol> <p><b>Skills for life and work (general skills)</b></p> <ol style="list-style-type: none"> <li>7. Solve problems within a group context (PID)</li> </ol>
<p><b>Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:</b></p> <p><b>For on campus students:</b></p> <p>Co-ordinating and information dissemination lectures  Tutorials and student led workshop sessions  Team work to demonstrate professional practice  Extensive use will be made of the University's virtual learning environment.  Feedback will be provided throughout the module in the form of both formative and summative work</p>

<b>Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:</b>  <b>Portfolio</b> Regular project milestone submissions, group presentations and a final product pitch (60 hours of student effort)		<b>Weighting:</b>  100%	<b>Learning Outcomes demonstrated:</b>  1-6
<b>Reading and resources for the module:</b>  <b>Core</b> Hamm, M.J (2014) Wireframing Essentials (Packt Publishing)  <b>Recommended</b> Ireland, R. et. al. (2012) <i>Project Management for IT-Related Projects</i> (BCS) Beckett, D. (2018) <i>Pitch to Win: The Tools That Help Startups and Corporate Innovation Teams Script, Design and Deliver Winning Pitches</i> (Vakmedianet)			
<p><b>Live, applied project</b> - the core activity of module is to work on a live product pitching project</p> <p><b>Company/engagement visits</b> - company engagement visits during product pitches</p> <p><b>Company/industry sector endorsement/badging/sponsorship/award</b> - end of module industry sponsored awards</p>			
<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>		
1. Student/tutor interaction:  36 hours	Lectures/ workshops/ practicals		
2. Student learning time:  164 hours	Essential and background reading, private study, practical work and assessment preparation.		
Total hours (1 and 2):	200 hours		

# ASSESSMENT INFORMATION



## Assessment

### Weighting:

<b>Report Portfolio of work 100%</b>
<b>Monday 9<sup>th</sup> of May 2022</b>
<b>Please check Moodle for further information</b>

**Please refer to the Moodle links for submission**

### Learning outcomes assessed:

<b>Assessment methods that enable students to demonstrate the learning outcomes for the module:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
<b>Report</b>	100%	1-6

### Assessment criteria:

Please refer to the coursework for details

### How to submit your work:

All submissions for this component(s) of this Module must be submitted according to these instructions. If you fail to submit this component as directed, in accordance with the guidance provided on the Virtual Learning Environment (Moodle), a mark of 0 will be awarded for the component.

Turnitin is required for coursework assessments, such as report/research papers or projects in Microsoft Word, PowerPoint, and in PDF format. There are two main reasons we want you to use Turnitin:

- Turnitin can help you avoid academic breaches and plagiarism. When you use Turnitin **before** a submission deadline, you can use the Originality Report feature to compare your work to thousands of other sources (like websites,

Wikipedia, and even other student papers). Anything in your work that identically matches another source is highlighted for you to see. When you use this feature **before the deadline**, you will have time to revise your work to avoid an instance of academic breach/plagiarism.

- Turnitin saves paper. When using Turnitin to electronically submit your work, you will almost never have to submit a paper copy.

## REASSESSMENT ARRANGEMENTS

- In case you fail in the first attempt, re-sit opportunity will be provided which is normally capped at 40%.
- the assessment details and dates will be provided by the Module Leader.

## LATE SUBMISSIONS

We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines is expected in employment. However, in our regulations, UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. The deadline will be published in your module guide. Coursework which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained). However, you have to **be very careful when you are submitting your assessment**. If you submit your work twice, once using the original deadline link and then again using the late submission link, your assignment will be graded as late with the 5% deduction.

Please note that if you submit twice, once before the deadline and once during the 24-hour late period, then the second submission will be marked and 5% deducted.

This rule only applies to coursework. It does not apply to examinations, presentations, performances, practical assessments or viva voce examinations. If you miss these for a genuine reason, then you will need to apply for **extenuating circumstances**, or accept that you will receive a zero mark.

Extenuating Circumstances are circumstances which:

- impair your examination performance prevent you from attending examinations or other types of assessment, or
- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

Such circumstances rarely occur and would normally be:

- **unforeseeable** - in that you could have no prior knowledge of the event concerned, and
- **unpreventable** - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a **serious impact** on performance

You can make an application for extenuating circumstances by following this link: <https://uelac.sharepoint.com/StudentSupport/Pages/Extenuation-information.aspx>

## RETURN OF WORK AND FEEDBACK

Arrangements for the publication of results is stated in the Course Handbook. Formal results are **ONLY** available in UEL Direct, and will be published within 8 working days of the Board, where results are formally confirmed. Any other results are provisional / indicative but not approved.

You will receive feedback throughout your course through the following:

<input type="checkbox"/>	one-to-one or individualised ( <i>i.e. tutorials, conversations with supervisors, or individualised comments on assignments</i> )
<input type="checkbox"/>	generic feedback ( <i>i.e. use of rubrics, 'Quickmarks' in Turnitin or standardised forms</i> )
<input type="checkbox"/>	peer feedback ( <i>i.e. feedback from other students</i> )
<input type="checkbox"/>	informal feedback ( <i>i.e. through in-class discussions or online forums</i> )
<input type="checkbox"/>	self-evaluation ( <i>i.e. online checklists or reflective submissions</i> )
<input type="checkbox"/>	other ( <i>see below</i> )

Feedback and students' marks should be provided within 15 working days of the due date for summative work (*i.e. work that counts towards the final course grade*) and formative work (*i.e. work that is developmental and designed to help you improve*).

Whilst feedback will be given on draft/formative work, it shouldn't be assumed that every aspect will be identified.

## ONLINE SYSTEM FAILURES

If you experience a problem submitting your work online, you should notify your lecturer/tutor by email immediately. However, deadlines are not extended unless there is a significant systems problem with Turnitin. UEL has specific plans in place to address these issues. If UEL finds that the issue with the system was significant, you will receive an email notifying you of the issue and that you have been given a 24-hour extension. **If you don't receive any email that specifically states you have been given an extension, then the original deadline has not been changed.**

Best advice: Don't wait until the last minute to submit your assessments electronically.



A guide to submitting your work through **Turnitin**:

<https://moodle.uel.ac.uk/mod/book/view.php?id=762499&chapterid=46648>

A guide to viewing and understanding the similarity report in **Turnitin**:

<https://moodle.uel.ac.uk/mod/book/view.php?id=793923&chapterid=46752>

Guide to **Extenuating Circumstances**:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Extenuation.aspx>

**Assessment & Feedback Policy:**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

## TEACHING SCHEDULE



**Undermentioned is the list of topics to be covered during the teaching period. However, sequence of delivery may vary.**

The topics are:

1. Continuous Self-assessment.
2. Innovation in Business.
3. Brainstorming Ideas
4. Time Management.
5. IT project management and managing group.
6. Presentation skills.
7. Designing and Prototyping.
8. Documentation and formatting of reports
9. Setting up your own company: IT consultancy and micro-business
10. Mental Wealth and Wellbeing.

The module is delivered as a combination of both lectures and tutorials/practical. Every week students will have a one-hour lecture followed by a two-hour tutorial/practical. In addition, students are expected to conduct at least four hours of none supervised study time.

The key resources in this module will be the lecture slides. There will also be case study handouts, computer practice, and practice using online sources. In some cases, students will be required to extend their research from specific books and online resources. Students are not required to buy any book or software for this module.

TOPIC #	TOPIC	TASKS DUE:
------------	-------	---------------

1	Module Welcoming, and Self-assessment session.	
2	IT Technologies: Innovation in Business I	1
3	IT Technologies: Innovation in Business II and brainstorming Ideas	
4	Time Management.	2
5	IT project management and managing groups	
6	Presentation skills I: How not to present.	3
7	Presentation skills II: How to present.	
8	Designing and Prototyping	4
9	Documentation and formatting of reports	
10	Setting up your own company: IT consultancy and micro-business	5
11	Mental Health and Wellbeing.	
12	Reflection and Self-evaluation.	6

## TEACHING SCHEDULE, Detailed

Teaching and Learning Schedule TEACHING SCHEDULE, Detailed

### Topic 1

Subject	<b>Module welcoming and self-assessment session.</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• Introduction to the Module;</li> <li>• Introduction to the topics to be covered.</li> <li>• Introduction to the mode of assessment.</li> <li>• Introduction to self-assessment and self-evaluation.</li> <li>• Explaining the first self-evaluation process (Homework on Moodle).</li> </ul>

Tutorial	No Tutorial
Learning Outcomes	To be able to: <ul style="list-style-type: none"> <li>– Explain the purpose and importance of the module.</li> <li>– Identify the assessment mode and how to approach this module.</li> <li>– Complete the self-evaluation process.</li> </ul>
Required Reading	<b>Lecture Slides and Module Guide.</b>

## Topic 2

Subject	<b>IT Technologies: Innovation in Business I &amp; II</b>
Lecture Content	The following topics will be considered during the lecture: <ul style="list-style-type: none"> <li>• Innovation in technologies and business opportunities</li> <li>• Cloud Computing</li> <li>• App Design: disruptive technologies.</li> <li>• Barcode technology</li> <li>• NFC technologies</li> <li>• Virtual Reality</li> <li>• 360 Recording</li> <li>• Artificial Intelligence.</li> <li>• Quantum Computing.</li> <li>• And more!</li> </ul>
Tutorial	<ul style="list-style-type: none"> <li>• Complete the initial self-assessment and submit.</li> <li>• Discuss the module assessment plans with the tutor.</li> <li>• Individually, to identify examples of innovative use of technology for each given item discussed in the class.</li> <li>• To conduct an online search for the latest technologies and innovations.</li> </ul> <b>Complete Task 1: Initial Self-Assessment.</b>
Learning Outcomes	You will be able to: <ul style="list-style-type: none"> <li>– Explain IT business Innovations.</li> <li>– Identify trends in IT.</li> <li>– Evaluate the impact of IT innovation on businesses.</li> <li>– Identify the latest technologies in IT.</li> <li>– Reflect new knowledge into self-evaluation form.</li> </ul>



Required Reading	<p>Online sources for latest IT technologies.</p> <ul style="list-style-type: none"><li>- Research CES 2020 Las Vegas</li></ul>
------------------	---

# Topic 3

Subject	<b>Brainstorming Ideas</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"><li>• Reasons for brainstorming</li><li>• Techniques and tools in brainstorming</li><li>• Key team dynamics for brainstorming</li></ul>
Tutorial	<p>Innovation in IT Session: Conduct three brainstorming sessions with randomly selected group members. Students to apply different techniques and tools. Students to conduct a feasibility assessment for their ideas. Draft first set of innovative ideas for applying technology. Students to 'register' their pitch idea for the module before the end of the week.</p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"><li>– Apply brainstorming techniques and tools.</li><li>– Identify which techniques and tool work for you.</li><li>– Identify key topics and ideas.</li><li>– Assess the feasibility of your ideas.</li></ul>
Recommended Reading	<p>Atkinson, I., 2014. <i>The Creative Problem Solver: 12 tools to solve any business challenge</i>. Pearson UK.</p>

# Topic 4

Subject	<b>Time Management</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• Importance of time management.</li> <li>• Different approaches to time management.</li> <li>• Avoiding the traps of 'task lists'.</li> <li>• Key success factors to time management.</li> <li>• Lecture practice.</li> </ul>
Tutorial	<p>Individually, to conduct a lab practice for time management based on GTD approach.</p> <p>Students to create a project plan for the term.</p> <p>Students to add to their self-assessment of using the 'cultural dimensional theory' to identify individual characteristics.</p> <p><b>Complete task 2: Individual Time management plan.</b></p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– Explain the importance of having a fully comprehensive time management technique.</li> <li>– Explain the key cultural differences in time management.</li> <li>– Practice the process of using the GTD approach to time management.</li> <li>– Apply GTD process to plan the module presentation and portfolio.</li> </ul>
Recommended Reading	<p>Allen, D., 2015. <i>Getting things done: The art of stress-free productivity</i>. Penguin.</p> <p>Class handout.</p>

# Topic 5

Subject	<b>IT Project Management and Managing Diverse Groups.</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• The management of IT projects: Theory versus Practical approaches.</li> <li>• Use of Gantt Chart and work break down structures.</li> <li>• Understanding the teamwork dynamics.</li> <li>• Diversity in the workplace and teamwork.</li> <li>• The organisation of teamwork.</li> <li>• Dos and don'ts of working in teams.</li> </ul>
Tutorial	<p>Class discussion on different approaches to teamwork. Self-assessment of individual characteristics including team role dynamics. Optional: selecting teams based on team role dynamics and time management approach. Or assessing the team's own cultural dimension as bases for their working plan.</p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– define IT project management approaches.</li> <li>– Identify key differences in how teams are managed in theory and in practice.</li> <li>– Apply the cultural dimension theory to teamwork.</li> <li>– Define the roles of individuals in a team.</li> <li>– Agree on a contract for teamwork.</li> </ul>
Required Reading	Lecture slides and handout.

# Topic 6

Subject	<b>Designing and Prototyping</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"><li>• The different techniques in designing and presenting a prototype idea.</li><li>• Process of registering copyright ideas in the UK.</li></ul>
Tutorial	<p>Class practice on the use of draw.io to design software interface and product design.</p> <p>To continue developing the idea for pitching the group's idea.</p> <p>Where students are designing the implementation of an idea, they can use this time to work out a plan on how they would demo their presentation.</p> <p><b>Task 3: Proposal to also include the teamwork agreed format and roles to manage the presentation.</b></p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"><li>– Plan and design a demo of a product or an idea.</li><li>– Explain the process of registering a copyright idea or other intellectual properties.</li></ul>
Required Reading	<p>Lecture slides and handouts.</p>

## Topic 7, 8

Subject	<b>Presentation Skills I &amp; II</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• Skills and tools required to plan a professional presentation.</li> <li>• Skills and tools required to conduct a professional presentation.</li> <li>• Common mistakes in presentations.</li> <li>• How presentations are assessed.</li> </ul>
Tutorial	<p>Week 6: Students to use lab time to design and develop their presentation topic to pitch their idea.</p> <p>Week 7: To present students' presentation. Students to present in groups of three but assessed individually. Total time for presentation for each group is 10 mins with each member to present for at least 3 mins. Questions to focus on the dynamics of the team. Students to complete a self-assessment of their presentation performance with support of their tutor.</p> <p><b>Task 4: Submit the PowerPoint presentation &amp; self-assessment of the presentation.</b></p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– Identify the key characteristics of a good presentation.</li> <li>– Prepare a well-planned presentation.</li> <li>– Present in an organised way while maintaining eye contact and interest in the subject.</li> </ul>
Recommended Reading	<p>Kermode, R. 2013. <i>Speak So Your Audience Will Listen: 7 Steps to Confident and Authentic Public Speaking</i>. Pendle Publishing.</p> <p>Gallo, C., 2014. <i>Talk like TED: the 9 public-speaking secrets of the world's top minds</i>. St. Martin's Press.</p>

## Topic 9

Subject	Documentation and formatting of reports
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• Key terms in the documentation: headings, tables of content, captions, figures, tables, citations and referencing.</li> <li>• Correct structure of an assignment layout.</li> <li>• Correct structure of a project layout.</li> <li>• Correct structure of an academic report layout.</li> <li>• Harvard citation and referencing of work.</li> </ul>
Tutorial	<p>Class practice on designing a report on pitch idea. The report to be no more than 2000 words but to contain the correct layout structures and references. The due date for submission of the report is week 11.</p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– Specify the correct layout for a given assignment, report, or project.</li> <li>– Specify the correct citation and referencing using the Harvard approach.</li> <li>– Apply the correct layout designs to a given report.</li> </ul>
Recommended Reading	<p>Safieddine, F., 2015. <i>Student's Guide: Final Year Project Thesis: BSc, MSc, MA, and MBA</i>. CreateSpace.</p>

# Topic 10

Subject	<b>Setting up a company: IT consultancy and micro-business</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• Stages to setting up solo, shared, or limited company businesses.</li> <li>• Formats for IT consultancy and micro-business management.</li> <li>• What is Gig economy?</li> <li>• Evaluating different business formats.</li> </ul>
Tutorial	<p>Continuing the work on the report structure, final opportunity for formative feedback. Discuss the setting up of a company in the class.</p> <p><b>Task 5: Submit the IT Innovation Report via Turnitin online.</b></p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– Explain the different formats for IT consultancy business models.</li> <li>– Evaluate the different formats for IT consutlancies and how student could take advantage of these.</li> </ul>
Required Reading	<p>GOV.UK. n.d. Prepare annual accounts for a private limited company: Micro-entities, small and dormant companies - GOV.UK . [ONLINE] Available at: <a href="https://www.gov.uk/annual-accounts/microentities-small-and-dormant-companies">https://www.gov.uk/annual-accounts/microentities-small-and-dormant-companies</a>. [Accessed 05 January 2020].</p>



# Topic 11

Subject	<b>Mental Wellbeing and Managing Stress.</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"><li>• What is mental wealth and wellbeing?</li><li>• Identifying early signs of stress or feeling low.</li><li>• Ways to prevent and relieve stress.</li><li>• Mindfulness techniques.</li><li>• Class discussion.</li></ul>
Tutorial	<p>Class discussion and reflection. What steps have the students learned from the mental wellbeing session?</p> <p>Discuss three-class case studies relating to identifying signs of mental wealth and wellbeing concerns.</p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"><li>– Define mental wealth and wellbeing.</li><li>– Identify early signs of stress or feeling low.</li><li>– Identify other signs of stress and feeling low.</li><li>– Suggest steps or tools that can help prevent or relieve stress.</li></ul>
Required Reading	Lecture slides and class handout.

# Topic 12

Subject	<b>Self-evaluation and reflection</b>
Lecture Content	<p>The following topics will be considered during the lecture:</p> <ul style="list-style-type: none"> <li>• The importance of self-evaluation as a continuous process.</li> <li>• Reflection on skills learned in this module.</li> <li>• Reflection on skills learned on other modules.</li> <li>• Reflection on skills learned in relation to study and working experience.</li> <li>• Question &amp; answer session on the next stage of learning.</li> </ul> <p><b>Class vote for the best idea from a given section. Winner for 2020 most innovative idea is announced.</b></p>
Tutorial	<p>Start the reflection on self-evaluation report 2. Focus on what students have learned from this and other modules. Reflect some of these learning experiences in their CV. Emphasis on completeness of the reflection covering this and other modules.</p> <p><b>Task 6: Final self-evaluation and reflection on mental wellbeing.</b></p>
Learning Outcomes	<p>You will be able to:</p> <ul style="list-style-type: none"> <li>– Reflect learned skills in their self-evaluation report.</li> <li>– Identify a wide range of skills linked to the students' experience.</li> </ul>
Required Reading	None.

# ATTENDANCE REQUIREMENTS

As a UEL student you are expected to attend all scheduled sessions, including lectures, seminars, group work and tutorials – whether online or face to face. You are also expected to be punctual, to be respectful of others' time as well as your own, to participate whilst present, to put in the time to study between classes, to prepare for taught sessions and to be active participants in both group work and your own learning experience.



Link to your **personal timetable**:

<https://uelac.sharepoint.com/students/Pages/Timetable-and-Attendance.aspx>

Link to the **University of East London Campus Maps**:

<https://uelac.sharepoint.com/Pages/Maps-and-key-buildings-at-UEL.aspx>

Link to the **Guide to Room Numbers**:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Guide-to-Room-Numbers.aspx>

## REFERENCING



As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools.

Please refer to lesson 8 on CN4005 for how to reference your work correctly.



Link to the Student Handbook page on *Cite Them Right*:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Cite-Them-Right.aspx>

Video guide to using referencing software Zotero: <https://youtu.be/WXGdRBN1Ovk>

Link to the Student Handbook page on Academic Misconduct and Plagiarism:  
<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Academic-Misconduct-and-Plagiarism-Home.aspx>

## ASSESSMENT FEEDBACK



### WHAT IS FEEDBACK?

Feedback is crucial for your learning, and it is an important part of the academic cycle. It tells you what the strengths are of your work, what its weaknesses are and how it can be improved.

### WHY IS FEEDBACK IMPORTANT?

Feedback is the most effective way to: Help you understand how to succeed in your assessments; Help you produce better work for the future; Signpost you to other resources for assistance.

If you pay attention to feedback, particularly where the same comment is made in several modules, you can use the information to improve.

### WHERE DO I GET FEEDBACK?

- When a tutor comments on your answers in seminars/lectures/workshops
- General comment on assessment performance in lectures and seminars
- General comment on questions prepared for seminars
- When another student makes comments on your presentation
- When you produce practice questions for a tutor who gives comments
- When you receive written comments on your work submitted either as coursework or exam
- When you look at general feedback on module performance on UEL Direct.
- When you see your Academic Adviser with all your assessment feedback for general advice. You should always do this after each assessment period.

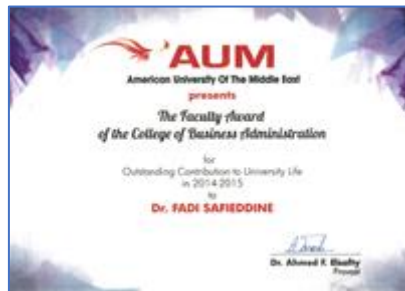
## STUDENT FEEDBACK

UEL values student feedback and there are lots of channels for gathering your views. Module evaluation is your opportunity to provide feedback on your learning and teaching experience of studying on your modules. All undergraduate and taught postgraduate students are provided with the opportunity to contribute feedback on their experience for each taught module that they study.

a) Dr Fadi Safieddine, was nominated for the “Best UEL Lecturer” award (<http://www.uel.ac.uk/aple/awards/>) in 2013 and 2014.



In 2016, Dr Fadi Safieddine won the “Outstanding Contribution to University Life” Award at the American University of the Middle East.



b) Opportunities for student feedback on the module

Students can provide feedback at programme committee meetings and by making use of feedback questionnaires throughout the module.



Link to information about the **Centre for Student Success**:

<https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/The-Centre-for-Student-Success.aspx>

# READING AND RESOURCES

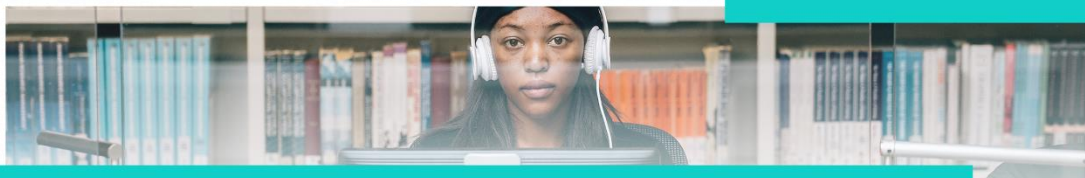


## OTHER RESOURCES AND FORMS:

### Recommended

- Safieddine, F. 2021. 4<sup>th</sup> Edition. *Student's Guide For Final Year Project Thesis: BSc, MSc, MA, and MBA*. Creative Space, New York.
- Allen, D., 2015. *Getting things done: The art of stress-free productivity*. Penguin.
- Kermode, R. 2013. *Speak So Your Audience Will Listen: 7 Steps to Confident and Authentic Public Speaking*. Pendle Publishing.

## KEY LINKS



### Academic Appeals

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals>

### Academic Integrity

<https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx>

### Academic Tutoring

<https://www.uel.ac.uk/centre-for-student-success/academic-tutoring>

### Assessment and Feedback Policy

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

### Bus Timetable

<https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/Timetable.aspx>

### Centre for Student Success

<https://www.uel.ac.uk/centre-for-student-success>

**Civic Engagement**

<https://www.uel.ac.uk/Connect/Civic-Engagement>

**Complaints procedure**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Complaint-Procedure>

**Counselling**

<https://uelac.sharepoint.com/StudentSupport/Pages/Health-And-Wellbeing.aspx>

**Disability support**

<https://uelac.sharepoint.com/StudentSupport/Pages/Disability-And-Dyslexia.aspx>

**Engagement & Attendance Policy**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

**Equality and Diversity Strategy**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies> (click on other policies)

**Extenuation Procedures**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures>

**Frequently-Asked Questions**

<https://uelac.sharepoint.com/sites/studenthandbooks/ModuleGuides/SitePages/Frequently-Asked-Questions.aspx>

**Health and Safety**

<https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/health-&-safety.aspx>

**IT Support**

[https://uelac.sharepoint.com/sites/ITServices/SitePages/Problem\\_Reporting/Reporting-Problems.aspx](https://uelac.sharepoint.com/sites/ITServices/SitePages/Problem_Reporting/Reporting-Problems.aspx)

**Library Archives and Learning Services**

<https://www.uel.ac.uk/lis/>

**Manual of General Regulations**

<https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations>

**Mentoring**

<https://www.uel.ac.uk/centre-for-student-success/mentoring>

## **APPENDIX A: ASSESSMENT FEEDBACK**

**Feedback - This aims to answer a few questions you may have about feedback.**

1. What is feedback?
2. Why is feedback important to students?

3. What forms does feedback come in?
4. The feedback Loop.

### 1. What is feedback?

Feedback is crucial for your learning, and it is an important part of the academic cycle. It tells you what the strengths are of your work, what its weaknesses are and how it can be improved.

### 2. Why is feedback important to students?

Its purpose is to help you: understand how questions, essays or problems should be answered. This will help you produce better work for the future.

It might suggest alternative sources of assistance such as support available from the Centre for Student Success in order to help you produce work which is better expressed or structured. It may also signpost you to online resources which provide assistance in this area.

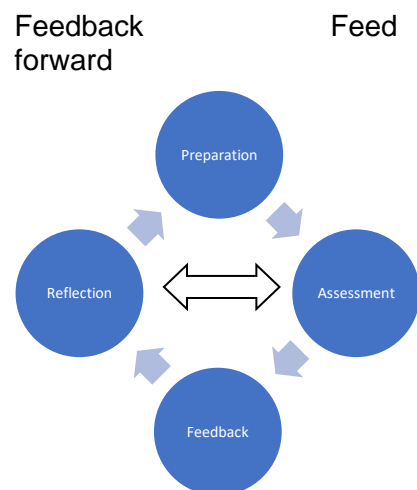
It might tell you that you need to change the content of your work, e.g. in law you do not provide sufficient cases or analysis. In all disciplines within the School, you might be told that you need to reference correctly, use more source materials or ensure that you answer the question set.

If you pay attention to feedback, particularly where the same comment is made in several modules, you can use the information to improve.

### 3. What forms does feedback come in?

- When a tutor comments on your answers in seminars/lectures/workshops
- General comment on assessment performance in lectures and seminars
- General comment on questions prepared for seminars
- When another student makes comments on your presentation
- When you produce practice questions for a tutor who gives comments
- When you receive written comments on your work submitted either as coursework or exam
- When you look at general feedback on module performance on UEL Direct.
- When you see your Academic Adviser with all your assessment feedback for general advice. You should always do this after each assessment period.

### 4. THE FEEDBACK LOOP



*Instead of thinking about FEEDBACK as the end of a process, think of it as the start of another one.*