Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

WALES ACADEMY FOR PROFESSIONAL PRACTICE AND APPLIED RESEARCH

PROFESSIONAL PRACTICE FRAMEWORK

LEVEL 7

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

This Module Directory includes all the modules for Level 7 of the Professional Practice Framework in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

Module Code	**BMPF7000**
Title	**Recognition and Accreditation of Learning (RAL)**
Date	**26/04/2018**
Level	**7**
Credits	**20**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to compile a claim for academic credit based on prior learning – to be submitted to the UWTSD RPEL Board.
- To enable the student to evaluate and reflect critically upon their own learning experience – to be submitted to the WIWBL Exam Board.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- reflect on a portfolio of evidence that supports a claim for academic credit, accurately reflecting on their learning experience;
- develop a vocabulary to define their own learning, and relate this learning to the University's assessment criteria;
- critically analyse, evaluate and justify their higher level learning experience;
- critically evaluate a range of concepts, models and theories that underpin their own working practices and principles.

INDICATIVE CONTENT

- The student will explore the concepts of learning through the use of discussion and personal examples, and will be introduced to the vocabulary that is used to define learning outcomes at different levels.
- The student will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- The student will receive guidance on how to evaluate and reflect upon their own learning experiences.
- The student will be allocated an academic adviser who will provide the appropriate academic framework within which the student can identify the learning that has already taken place. This will enable the student to define a set of associated learning outcomes.
- The academic advisor will also provide advice and practical guidance on how to:
  - identify and evaluate the possible learning outcomes that exist within the CV and job description;
  - relate experience and working practice to the learning outcomes;

- develop a portfolio of evidence of accredited and experiential learning. and source the evidence required to demonstrate achievement of the learning outcomes;
- identify the academic level and likely credit value of the learning experience.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	15%
Independent learning	70	35%
Placement learning	100	50%
TOTAL	**200**	**100%**

This module requires the production of a portfolio that consists of:

- an annotated CV describing the learner's work based activities;
- an annotated job description;
- a reflection of learning experiences supported by evidence

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	6000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7000**	
Module Title	**Recognition and Accreditation of Learning**	
Classification	**Reading List entry**	**Electronic***
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). *Theory and Practice: Increasing Professional Effectiveness*. San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). *Productive Reflection at Work*. London: Routledge.	☐
Further	Per-Erik Ellsrom (*Chapter 4: The meaning and role of reflection in informal learning at work*). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). *Productive Reflection at Work*	

Module Code	BMPF7000	
Module Title	**Recognition and Accreditation of Learning**	
Classification	**Reading List entry**	**Electronic***
Further	Kolb, D. A. (1984) *Experiential Learning* London: Prentice Hall.	☐
Further	Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning:*	☐
Further	Moon, J. A. (2006) *Learning Journals* London: Routledge, 2006	
Further	Moon, J.A. (1999) *Reflection in Learning and Professional Development: Theory and Practice.* London: Kogan Page. *Theory and Practice* London: Routledge Falmer.	
Further	Raelin, J. A. (2008) *Work-based Learning: Bridging Knowledge and Action in the Workplace* San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) *The Reflective Practitioner* San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) *Applying APL Principles in Flexible Assessment: a practical guide* London: Kogan Page.	☐
Further	A Guide to Learning Styles, , http://vark-learn.com/the-vark-questionnaire/	☒
Further	Credit and Qualifications Framework for Wales, http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en	☒
Further	National Occupational Standards, http://www.ukstandards.org.uk/Pages/index.aspx	☒
Further	Peter Honey and Alan Mumford (1986), http://resources.eln.io/honey-mumford-learner-types-1986-questionnaire-online/	☒
Further	Whitney, D., and Trosten-Bloom, A., (2010) *The Power of Appreciative Inquiry (2nd Edition).* San Francisco: Berrett-Koehler.	☐
Further	Wilson, E and Bedford, D (2009) *Study Skills for Part-time Students*, Harlow: Longman	
Further	Wolf, J. (1980) Experiential Learning in Professional Education: Concepts and Tools. *New Directions for Experimental Learning, 8, p.17*..	☐

MODULE CODE: **BMPF7001**
TITLE: **Continuing Professional Development**
DATED: **06/02/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N215**

AIM(S)

- To engage learners in the initial phase of work-based learning at level 7 enabling them to create an individual learning plan.
- To support learners in developing academic skills for higher level study.

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to demonstrate the ability to:

- evidence systematic insight and critical review of current competences and present, synthesise and evaluate learning objectives articulating how they inform own personal development plan;
- critically reflect and justify advanced learning demonstrating comprehensive theoretical knowledge;
- using different communication skills, creatively and systematically present complex information and analysis in a variety of forms, adhering to academic conventions;

INDICATIVE CONTENT

- Personal planning for learning and development; learners will be given guidance and advice on how to analyse their own competences to develop a programme of learning specific to the workplace.
- Accessing the learning resource centre and online resources in order to source appropriate and relevant theoretical work to support academic writing.
- The requirements of a CV, job description and personal development plan will be explored. The traditions of academic writing will be discussed and subjects such as plagiarism and referencing clarified.
- Various reflective models will be analysed which will support the justification of learning.
- Verbal and presentation skills. Opportunities will be provided for these to be individually developed through research topics.

LEARNING AND TEACHING STRATEGY

Teaching sessions will introduce the learners to the relevant concepts, principles and practices. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning – work-based	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

At this level, the learner would be expected to demonstrate the learning outcomes specified above and to evidence a systematic understanding of knowledge, and a critical awareness of the current problems and/or new insights within their area of professional practice.

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio (4 elements)	6000 words or equivalent	100%

Assessment Summary

Activity type	Percentage
Written	0
Coursework	100%
Practical	0
TOTAL	**100%**

READING LIST

Module Code	**BMPF7001**	
Module Title	**Continuing Professional Development**	
Classification	**Reading List entry**	**Electronic***
Essential	Harrison, R. (2005) *Learning and Development* London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) *Productive Reflection at Work.* London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) *Work-based Learning a new Higher Education?* Buckingham	☒

Further	Cottrell, S. (2013) *The Study Skills Handbook* Basingstoke: Palgrave Macmillan.	☒
Further	Dawson, C. (2014) *The mature student's study guide.* New York: Constable & Robinson.	☒
Further	Gray, D. *et al.* (2004) *Learning Through the Workplace: A guide to work-based learning.* Cheltenham: Nelson Thornes.	☐
Further	McMillan, K., Weyers, J. (2012) *The Study Skills Book*. (3rd ed.) London: Pearson.	☒

MODULE CODE: **BMPF7003**
TITLE: **Application of Learning in the Workplace**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **15**

JACS CODE: **N200**

AIM(S)

- To enable the student to understand how to recognise and apply newly acquired knowledge, understanding and skills in the workplace, and to plan further personal development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of concepts, models and theories that they have recently studied and that are relevant to their own workplace, and devise a strategy for applying their learning to improve practice and performance;
- critically reflect on their recent learning experience, review current skills and devise a personal development plan to address identified areas for further development.

INDICATIVE CONTENT

- Identifying inter-relationships between wider systems.
- Experiential learning and skills acquisition.
- Transference and synthesis of learning and skills.
- Evaluating learning and development.
- Critical reflection; skills and models.
- Assessing competencies.
- Learning needs analysis.
- Personal planning for learning and development.
- Accessing learning resources.
- Learning support, coaching and mentoring.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	10%
Independent learning	30	20%
Placement learning	105	70%
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	2 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7003**	
Module Title	**Application of Learning in the Workplace**	
Classification	**Reading List entry**	**Electronic***
Essential	Heyler, R. (2015) *The work-based learning student handbook, 2nd ed.* Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) *Critical thinking skills – effective analysis, argument and reflection* (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) *Reflective practice - writing and professional development.* London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) *Essential study skills – the complete guide to success at university* 4th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) *Critical thinking for students – learn the skills of analysing, evaluating and producing arguments*. London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) *Learning through the workplace – a guide to work-based learning.* Cheltenham; Nelson Thornes	☐
Further	Senge, P.M. (2006), *The Fifth Discipline: The art and practice of the learning organization*: 2nd ed. USA: Doubleday	☒

Module Code	**BMPF7004**
Title	**Research in Workplaces**
Date	**26/04/2018**
Level	**7**
Credits	**10**
Pre-Requisites	**N/A**

AIM(S)

- To develop critical awareness of the key issues in undertaking research in work-based settings.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings, with due consideration to research ethics and issues of insider research.

INDICATIVE CONTENT

- Epistemological and ontological viewpoints and the way in which they affect research.
- Research methodologies.
- Research methods.
- Key ethical issues relevant to research, with a particular focus on the most common ethical considerations within insider research.
- Identification, discussion, and evaluation of potential research opportunities within the work-based context of the student.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	10%
Independent learning	20	20%
Placement learning	70	70%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7004**	
Module Title	**Research in Workplaces**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Essential	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Essential	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐
Further	Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press**.**	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research* (4th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) *Participatory Action Research*, Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) *Doing a Successful Research Project - Using Qualitative and Quantitative Methods*, London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4th ed), *Management Research*, London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4th ed) *Research Methods for Managers*, London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) *Handbook of Action Research: Participative Inquiry and Practice*, London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students,* (5th Edition) London: Pearson Education Ltd.	☒
Further	**Websites** OpenLearn (2008) *LDT 3: Working with charts, graphs and tables* from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232. Palgrave' s Study Skills: http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

MODULE CODE: **BMPF7005**
TITLE: **Undertaking Research in Workplaces**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **15**

JACS CODE: **N200**

AIM(S)

- To develop critical awareness of the key issues in undertaking research in work-based settings.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to

- critically evaluate a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings, with due consideration to research ethics and issues of insider research.

INDICATIVE CONTENT

- Epistemological and ontological viewpoints and the way in which they affect research;
- Research methodologies;
- Research methods;
- Key ethical issues relevant to research, with a particular focus on the most common ethical considerations within insider research;
- Identification, discussion, and evaluation of potential research opportunities within the work-based context of the student.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	10%
Independent learning	30	20%
Placement learning	105	70%
TOTAL	**150**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7005**	
Module Title	**Research in Workplaces**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Essential	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Essential	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐
Further	Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press**.**	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research* (4th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) *Participatory Action Research*, Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) *Doing a Successful Research Project - Using Qualitative and Quantitative Methods*, London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4th ed), *Management Research*, London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4th ed) *Research Methods for Managers*, London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) *Handbook of Action Research: Participative Inquiry and Practice*, London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students,* (5th Edition) London: Pearson Education Ltd.	X
Further	**Websites** OpenLearn (2008) *LDT 3: Working with charts, graphs and tables* from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232. Palgrave' s Study Skills: http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

MODULE CODE: **BMPF7006**
TITLE: **Work-based Research**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

- To develop critical awareness of the key issues in undertaking research in work-based settings.
- To prepare the student to critically analyse research data.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings, with due consideration to research ethics and issues of insider research;
- critically analyse, explain, and draw conclusions from relevant data from a work-based setting.

INDICATIVE CONTENT

- Epistemological and ontological viewpoints and the way in which they affect research.
- Research methodologies.
- Research methods.
- Key ethical issues relevant to research, with a particular focus on the most common ethical considerations within insider research.
- Identification, discussion, and evaluation of potential research opportunities within the work-based context of the student.
- Tools and techniques used to analyse research data.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3000 words or equivalent	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7006**	
Module Title	**Work-based Research**	
Classification	**Reading List entry**	**Electronic***
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Essential	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Essential	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐
Further	Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press**.**	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) *How to Research* (4th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) *Participatory Action Research*, Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). *Research methods in education* (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) *Doing a Successful Research Project - Using Qualitative and Quantitative Methods*, London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4th ed), *Management Research*, London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4th ed) *Research Methods for Managers*, London: Sage.	☒

Module Code	BMPF7006	
Module Title	**Work-based Research**	
Classification	**Reading List entry**	**Electronic***
Further	Reason, P. and Bradbury, H. (2001) *Handbook of Action Research: Participative Inquiry and Practice*, London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students,* (5th Edition) London: Pearson Education Ltd.	☒
Further	**Websites** OpenLearn (2008) *LDT 3: Working with charts, graphs and tables* from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232. Palgrave' s Study Skills: http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

Module Code	**BMPF7007**
Title	**Work-based Learning Project (Minor)**
Date	**26/04/2018**
Level	**7**
Credits	**20**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to pursue an independent work-based learning project which has been negotiated with both their organisation and their assigned tutor.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- design and negotiate a substantial, methodologically sound work-based study demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;
- reflect critically on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

- The student will design a complex, detailed and methodologically sound study that can be conducted within their workplace in the time allocated, with support from an individual project tutor.
- The student will complete the UWTSD E1 Ethical Approval Form to ensure that their project has been held to rigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	40	20%
Placement learning	150	75%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Proposal and report	4800 words	80%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7007**	
Module Title	**Work-based Learning Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☐
Further	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

Module Code	**BMPF7008**
Title	**Work-based Learning Project (Intermediate)**
Date	**26/04/2018**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to pursue an independent work-based learning project which has been negotiated with both their organisation and their assigned tutor.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- design and negotiate a substantial, methodologically sound, work-based study, demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;
- reflect critically on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

- The student will design a complex, detailed and methodologically sound study that can be conducted within their workplace in the time allocated, with support from an individual project tutor.
- The student will complete the UWTSD E1 Ethical Approval Form to ensure that their project has been held to rigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	60	20%
Placement learning	225	75%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Proposal and report	7200 words	80%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	BMPF7008	
Module Title	Work-based Learning Project	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Further	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

MODULE CODE: **BMPF7009**
TITLE: **Work-based Learning Project (Standard)**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **40**

JACS CODE: **N215**

AIM(S)

- To enable the student to pursue an independent work-based learning project which has been negotiated with both their organisation and their assigned tutor.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- design and negotiate a substantial, methodologically sound, work-based study, demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;
- reflect critically on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

- The student will design a complex, detailed and methodologically sound study that can be conducted within their workplace in the time allocated, with support from an individual project tutor.
- The student will complete the UWTSD E1 Ethical Approval Form to ensure that their project has been held to rigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning	300	75%
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Proposal and report	9600 words	80%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	16 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7009**	
Module Title	**Work-based Learning Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Further	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

Module Code	**BMPF7010**
Title	**Work-based Learning Project (Major)**
Date	**26/04/2018**
Level	**7**
Credits	**60**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to pursue an independent work-based learning project which has been negotiated with both their organisation and their assigned tutor.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- design and negotiate a substantial, methodologically sound, work-based study, demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;
- reflect critically on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

- The student will design a complex, detailed and methodologically sound study that can be conducted within their workplace in the time allocated, with support from an individual project tutor.
- The student will complete the UWTSD E1 Ethical Approval Form to ensure that their project has been held to rigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.]

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	120	20%
Placement learning	450	75%
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project Proposal and Report	14400 words	80%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	24 minutes	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7010**	
Module Title	**Work-based Learning Project (Major)**	
Classification	**Reading List entry**	**Electronic***
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Further	Gray, D. E. (2004) *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

MODULE CODE: **BMPF7011**
TITLE: **Independent Study Module (Minor)**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **10**

JACS CODE: **N215**

AIM(S)

- To enable the student to independently study the current knowledge in a complex subject that has particular relevance to their workplace practice and their personal development

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

INDICATIVE CONTENT

- Establishing a rationale for a particular area of study based on its relevance to the workplace and the student's developmental needs.
- Identifying expected learning outcomes, assessment criteria and assessment methodologies.
- Planning and implementing a study programme.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning.
- Critical reflection.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	10	10%
Independent learning	70	70%
Placement learning	20	20%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7011**	
Module Title	**Independent Study Module**	
Classification	**Reading List entry**	**Electronic***
Essential	Heyler, R. (2015) *The work-based learning student handbook, 2nd ed.* Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) *Critical thinking skills – effective analysis, argument and reflection* (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) *Reflective practice - writing and professional development.* London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) *Essential study skills – the complete guide to success at university* 4th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) *Critical thinking for students –learn the skills of analysing, evaluating and producing arguments*. London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) *Learning through the workplace – a guide to work-based learning.* Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE: **BMPF7012**
TITLE: **Independent Study Module (Standard)**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N215**

AIM(S)

- To enable the student to independently study the current knowledge in a complex subject that has particular relevance to their workplace practice and their personal development

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

INDICATIVE CONTENT

- Establishing a rationale for a particular area of study based on its relevance to the workplace and the learner's developmental needs.
- Identifying expected learning outcomes, assessment criteria and assessment methodologies.
- Planning and implementing a study programme.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning..
- Critical reflection

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	20	10%
Independent learning	140	70%
Placement learning work-based	40	20%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	3000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	BMPF7012	
Module Title	Independent Study Module	
Classification	**Reading List entry**	**Electronic***
Essential	Heyler, R. (2015) *The work-based learning student handbook, 2nd ed.* Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) *Critical thinking skills – effective analysis, argument and reflection* (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) *Reflective practice - writing and professional development.* London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) *Essential study skills – the complete guide to success at university* 4th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) *Critical thinking for students –learn the skills of analysing, evaluating and producing arguments*. London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) *Learning through the workplace – a guide to work-based learning.* Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	**BMPF7013**
Title	**Independent Study Module (Extended)**
Date	**26/04/2018**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to independently study the current knowledge in a complex subject that has particular relevance to their workplace practice and their personal development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- create and implement a study into a specific and complex area of the individual's own practice;
- research, analyse and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- critically evaluate the actual and/or potential impact of applying their learning to improve their practice and performance, and to contribute to the achievement of organisational objectives.

INDICATIVE CONTENT

- Establishing a rationale for a particular area of study based on its relevance to the workplace and the learner's developmental needs.
- Identifying expected learning outcomes, assessment criteria and assessment methodologies.
- Planning and implementing a study programme.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning.
- Critical reflection.

Study Time Allocation

Teaching sessions will introduce the learners to the relevant concepts, principles and practices of supported self-study. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	210	70%
Placement learning	60	20%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7013**	
Module Title	**Independent Study Module (Extended)**	
Classification	**Reading List entry**	**Electronic***
Essential	Heyler, R. (2015) *The work-based learning student handbook, 2nd ed.* Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) *Critical thinking skills – effective analysis, argument and reflection* (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) *Reflective practice - writing and professional development.* London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) *Essential study skills – the complete guide to success at university* 4th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) *Critical thinking for students –learn the skills of analysing, evaluating and producing arguments*. London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) *Learning through the workplace – a guide to work-based learning.* Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE: **BMPF7014**
TITLE: **An Introduction to Mentoring in the Workplace**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N612**

AIM(S)

- To enable the student to gain a critical awareness of the issues involved in mentoring, to improve individual performance in the workplace, the range of models available and the need to consider the work culture in which the mentoring process will operate.
- To enable the student to design, plan, implement and critically evaluate a mentoring process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the range, relevance and value of mentoring models, tools and techniques;
- demonstrate and critically examine their knowledge and understanding of the principles of effective mentoring, and the issues that can arise from the mentoring process;
- identify, apply and critically evaluate a mentoring model that meets the needs and culture of their workplace.

INDICATIVE CONTENT

- The student will explore the benefits of mentoring to both the organisation and the individual. They will review the different mentoring models and methods available and the roles and skills required by mentors. They will select a mentoring model that is suitable for their workplace and its cultural needs.
- The student will apply their selected mentoring model with one or more mentee, reflecting on its effectiveness, and identifying any areas for improvement.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	4200 words	70%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Observed Mentoring Session	45 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7014**	
Module Title	**An Introduction to Mentoring in the Workplace**	
Classification	**Reading List entry**	**Electronic***
Essential	Clutterbuck, D. (2004) *Everyone Needs a Mentor: Fostering talent in your organisation,* London: CIPD.	☐
Essential	Alfred, G. and Garvey, B. (2010) *Mentoring Pocketbook*, Alresford: Management Pocketbooks.	☐
Further	Alvesson, M. *Understanding Organizational Culture*, London: Sage, 2002.	☒
Further	Bossons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice,* London: Palgrave Macmillan, 2004.	☒
Further	Connor, M.P. and Pokora, J.B. (2012) *Coaching and Mentoring at Work: Developing Effective Practice* 2nd ed. New York: OUP	☒
Further	Hardingham, A. *The Coach's Coach: Personal development for personal developers,* London: CIPD Publications, 2004.	☐
Further	Johnson, W.B. and Ridley, C.R. (2008) *The Elements of Mentoring*, New York: Palgrave Macmillan.	☒
Further	Kay, D. and Hinds, R. (2009) *A Practical Guide to Mentoring: How to help others achieve their goals,* Oxford: How To Books.	☒
Further	Megginson, D. and Clutterbuck, D. (2005) *Techniques for Coaching and Mentoring,* Oxford: Elsevier Butterworth-Heinemann.	☒

Module Code	BMPF7014	
Module Title	**An Introduction to Mentoring in the Workplace**	
Classification	**Reading List entry**	**Electronic***
Further	Megginson, D. and Clutterbuck, D. (2009) *Further Techniques for Coaching and Mentoring,* Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Parsloe, E. and Leedham, M. (2009) *Coaching and Mentoring: Practical Conversations to Improve Learning,* London: Kogan Page.	☒
Further	Shea, G. F. (2009) *Mentoring (Crisp Fifty-Minute Books),* Menlo Park CA: Crisp Publications Inc.	☒
Further	Whitworth, L. et al. (2007) *Co-active Coaching: New skills for coaching people to success in work and life,* London: Davies Black.	☒
Further	Zachary, L.J. and Fischler, L.A. (2009) T*he Mentee's Guide: Making Mentoring Work For You,* San Francisco: Wiley	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐

Module Code	**BMPF7016**
Title	**Coaching and Mentoring**
Date	**25/03/2019**
Level	**7**
Credits	**30**
Pre-Requisites	**N/A**

AIM(S)

- To enable the student to critically analyse different coaching and mentoring theories, and to develop a deeper understanding of the issues involved in work-based coaching and mentoring processes and practice.
- To enable the student to plan, deliver, and critically evaluate a workplace coaching or mentoring programme in order to improve individual performance in the workplace. The plan and its delivery should explicitly identify the ethical issues that may arise and their mediation within the programme.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically examine a range of underpinning theories and differing perspectives in relation to mentoring and coaching, and explore the issues that can arise from these;
- critically evaluate the relevance and value of a range of coaching or mentoring models, and identify a model that is appropriate for the needs and culture of their organisation;
- plan, implement and evaluate a coaching or mentoring programme appropriate for the organisation;
- critically reflect on their own coaching or mentoring performance in the workplace, the ethical frame they have used and identify areas for improvement, and produce a personal development plan.

INDICATIVE CONTENT

- An examination of the similarities and differences in regard to defining mentoring and coaching by drawing on differing theories and perspectives. This will include a consideration of how the coach can meet the needs of coaches of considerable diversity in terms of ethnicity, gender identity, learning capability, neural diversity, body etc.
- A consideration of the benefits of coaching and mentoring to both the organisation and the individual. The student will review the different models and methods available and the roles and responsibilities of coaches and mentors. They will select a coaching or mentoring model that is suitable to their workplace and its cultural needs.
- An exploration of the professional skills, dispositions, knowledge and understanding necessary for success in mentoring and coaching. This will include a range of tools and techniques such as active listening, summarising, analysing, and discussions around emotional intelligence, transactional analysis, value conflicts, culture and ethics.

- An examination of theories of student needs and styles, and student motivation. An examination of methods of monitoring, review and evaluation of student progress, including the need to keep records of coaching or mentoring activities, and how these can be used to aid reflection on the effectiveness of workplace coaches and to identify possible areas for improvement.
- An exploration of reflective practice and critical evaluation of personal performance in order to identify areas for improvement and construct a development plan.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3150 words	35%

Assessment Component 2
(Tick one

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Observation	At least 45 minutes	30%

Assessment Component 3
(Tick one

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Reflective Journal	3150 words or equivalent	35%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	BMPF7016	
Module Title	**Coaching and Mentoring**	
Classification	**Reading List entry**	**Electronic***
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Further	Megginson, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Further	**Journals** Coaching at Work	☒
Further	**Websites** www.coaching-at-work.com	☒

Côd Y Modwl	**BMPF7016C**
Teitl	**Hyfforddi a Mentora**
Dyddiad	**25/03/2019**
Lefel	**7**
Credydau	**30**
Rhagofynion	**N/A**

AMCAN(ION)

- Galluogi myfyriwr i ddadansoddi'n feirniadol wahanol ddamcaniaethau hyfforddi a mentora a datblygu dealltwriaeth ddyfnach o'r materion cysylltiedig â phrosesau ac arferion hyfforddi a mentora seiliedig ar waith.
- Galluogi dysgwyr myfyriwr i gynllunio a darparu, a gwerthuso'n feirniadol, raglen hyfforddi neu fentora yn y gweithle, er mwyn gwella perfformiad unigol yn y gweithle. Dylai'r cynllun a'i ddefnydd nodi'n benodol y materion moesegol a allai godi a'u modd o gyfryngu o fewn y rhaglen.

DEILLIANNAU DYSGU

- bersbectif mewn perthynas â hyfforddi a mentora ac edrych ar y materion a all godi o'r rhain;
- gwerthuso'n feirniadol berthnasedd a gwerth amrywiaeth o fodelau hyfforddi neu fentora, a datgan model sy'n briodol i anghenion a diwylliant eu sefydliad;
- cynllunio, gweithredu a gwerthuso rhaglen hyfforddi neu fentora sy'n briodol i'r sefydliad;
- adlewyrchu'n feirniadol ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, y ffrâm moesegol a ddefnyddiwyd ganddynt, adnabod meysydd i'w gwella a chreu cynllun datblygu personol.

CYNNWYS DANGOSOL

- Astudio'r tebygrwydd a'r gwahaniaethau mewn perthynas â diffinio mentora a hyfforddi drwy ddefnyddio gwahanol ddamcaniaethau a phersbectif. Bydd hyn yn cynnwys ystyriaeth o sut y gall yr hyfforddwr gwrdd ag anghenion hyfforddwyr o amrywiaeth sylweddol o ran ethnigrwydd, hunaniaeth rhyw, gallu dysgu, amrywiaeth niwral, corff ac ati.
- Ystyried manteision hyfforddi a mentora i'r sefydliad a'r unigolyn. Bydd myfyriwr yn adolygu'r gwahanol fodelau a dulliau sydd ar gael a rôl a chyfrifoldebau hyfforddwyr a mentoriaid. Byddant yn dewis model hyfforddi neu fentora sy'n addas i'w gweithle a'i anghenion diwylliannol.
- Archwilio'r sgiliau, yr agwedd, y wybodaeth a'r ddealltwriaeth broffesiynol sy'n angenrheidiol i lwyddo mewn mentora a hyfforddi. Bydd hyn yn cynnwys amrywiaeth o adnoddau a thechnegau fel gwrando gweithredol, crynhoi, dadansoddi a thrafod ynghylch deallusrwydd emosiynol, dadansoddi trafodaethol, gwerthfawrogi gwrthdaro, diwylliant a moeseg.
- Archwilio damcaniaethau anghenion ac arddulliau'r dysgwr, a chymhelliant y . Myfyriwr. Archwilio dulliau monitro, adolygu a gwerthuso ar gyfer cynnydd myfyriwr, gan gynnwys yr angen am gadw

cofnodion am weithgareddau hyfforddi neu fentora, a sut gellir defnyddio'r rhain i gynorthwyo gydag adlewyrchu ar effeithiolrwydd hyfforddwyr yn y gweithle ac i adnabod meysydd posib i'w gwella.

- Archwilio arferion adlewyrchol a gwerthuso beirniadol ar berfformiad personol er mwyn adnabod meysydd i'w gwella a chreu cynllun datblygu.

Dyraniad Amser Astudio
Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o Weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	30	10%
Dysgu'n annibynnol	60	20%
Dysgu drwy leoliadau	210	70%
CYFANSWM	**300**	**100%**

ASESIAD

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Written Assignment	3150 words	35%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Observation	At least 45 minutes	30%

Elfen Asesu 3
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Reflective Journal	3150 words or equivalent	35%

Crynodeb o'r asesiad:

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	70%
Ymarferol	30%
CYFANSWM	**100%**

RHESTR DDARLLEN

Cod y Modwl	BMPF7016C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Further	Megginson, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Further	**Journals** Coaching at Work	☒
Further	**Websites** www.coaching-at-work.com	☒

MODULE CODE: **BMPF7018**
TITLE: **Managing Work-based Projects**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N213**

AIM(S)

- To enable the student to evaluate project management methodologies in a work-based context.
- To enable the student to select and implement project management tools for a specific work-based context.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate tools and techniques for effective project management in the workplace, for different project contexts;
- assess the suitability of a range of project management methodologies for a particular business context;
- design and plan the implementation of a project management process for the workplace.

INDICATIVE CONTENT

- Key principles of project management.
- Methodologies including conventional, Agile, and Six Sigma: components, processes, and techniques.
- Project scope-setting and scope management.
- Project governance: roles and team management.
- Measures for project planning, recognising different tools and techniques available for planning and managing projects.
- Risk identification, analysis and management.
- Quality management in a project environment.
- Project financial and resource planning and monitoring.
- Improving project communication.
- Project monitoring and reporting.
- Change control, and the management of project issues.
- Project closure, project review, and evaluation and legacy issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Written assignment Presentation	2250 words 15 minutes (plus Q&A)	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7018**	
Module Title	**Managing Work-based Projects**	
Classification	**Reading List entry**	**Electronic***
Essential	Project Management Institute (2017) *A guide to the Project Management Body of Knowledge: (PMBOK guide).* (6th ed) Newtown Square, PA: Project Management Institute.	☒
Essential	Watson, M. (2002) *Managing smaller projects: A practical guide.* (2nd ed) Hook: Project Manager Today.	☐
Essential	Webster, G. (2017) *Managing projects at work.* New York: Routledge.	☐
Further	Bentley, C. (2010) *PRINCE2 a practical handbook.* (3rd ed) Amsterdam: Elsevier/Butterworth-Heinemann.	☒

Further	Chin, G., and Books24x7, Inc. (2004) *Agile project management how to succeed in the face of changing project requirements*. New York: AMACOM.	☒
Further	Keller, P. (2011) *Six sigma demystified.* (2nd ed) Maidenhead: McGraw-Hill Professional.	☒
Further	Reiss, G. (2007) *Project management demystified.* (3rd ed) London: Taylor and Francis.	☒
Further	**Journals** International Journal of Project Management Journal of Project, Program, and Portfolio Management Organisational Project Management	☐
Further	**Websites** https://apmg-international.com/ https://www.apm.org.uk/ https://www.pmi.org/ https://www.pmtoday.co.uk/ https://www.projectsmart.co.uk/	☐

MODULE CODE: **BMPF7019**
TITLE: **Leading Digital Marketing**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N500**

AIM(S)

- To enable learners to critically evaluate concepts of digital marketing and relate these to the marketing of a wide range of workplaces.
- To enable learners to utilise digital marketing skills in a wide range of workplaces.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate digital marketing, including ethical considerations, and its role within the marketing function;
- design and pilot an effective digital marketing strategy for a workplace context;
- critically analyse a piloted digital marketing strategy within a workplace context.

INDICATIVE CONTENT

- Discussion of the concept of digital marketing and define the various interpretations.
- An evaluation of the role of digital marketing within the different functions of marketing, considering ethical and security implications.
- An examination of the tools and techniques available within the digital marketing mix for a range of strategies.
- Analysis of the importance of planning, implementation, measurement, review methods and current developments within industry.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	1800 words or equivalent	30%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio and Report	3 large elements	70%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7019**	
Module Title	**Leading Digital Marketing**	
Classification	**Reading List entry**	**Electronic***
Essential	Chaffey, D. and Smith, P. (2013) *Emarketing excellence*. London: Routledge	☒
Further	Kotler, P. and Armstrong, G. (2014) *Principles of marketing*. Harlow [etc.]: Pearson.	☒
Further	Jobber, D. and Ellis- Chadwick, F. (2013) *Principles and practice of marketing*. Maidenhead: McGraw-Hill Higher Education.	☒
Further	**Journals** Institute of Direct Marketing. (2005) *Journal of Direct, Data and Digital Marketing Practice.*	☒
Further	**Websites** Chartered Institute of Marketing - http://www.cim.co.uk/ Institute of Direct and Digital Marketing - https://www.theidm.com/	☒

MODULE CODE: **BMPF7021**
TITLE: **Authenticity and the Role of the Leader**
DATE: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To enable the student to gain a critical awareness of the role of authenticity and self-management in effective and engaging leadership.
- To enable the student to develop skills of critical reflection and critical evaluation, to more effectively influence workplace communication.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate at least five leadership theories and their relevance to the workplace;
- explore and critically reflect on personal leadership styles and behaviours, and interpersonal skills, and their impact on workplace relationships;
- create a personal development plan with a specific focus on leadership skills;
- apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks, and present their work appropriately.

INDICATIVE CONTENT

- An examination of leadership theories, for example Trait, Behavioural, Contingency, Situational, Transactional, Transformational, Authentic and Mindful Leadership.
- Models of personal leadership styles will be explored and contrasted, using a range of self-assessment tools including the Insights psychometric model.
- A critical exploration of theories of interpersonal skills and communication including Transactional Analysis, Emotional Intelligence, and Non-Violent Communication.
- Theorists and models of critical reflection and the skills required to effectively engage with reflective practice.
- An examination of training needs analysis tools and self-development techniques, the importance of setting SMART objectives and measurable, viable personal development plans.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	60	20
Placement learning: work-based or distance	210	70
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	3600 words	40%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7021**	
Module Title	**Authenticity and the Role of the Leader**	
Classification	**Reading List entry**	**Electronic***
Essential	Cherniss, C. and Goleman, D. (eds) (2001) *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations.* San Francisco: Jossey Bass	☒
Essential	Northouse P. G. (2013) *Leadership: Theory and Practice,* (6th ed) Los Angeles: Sage.	☐
Essential	Western, S. (2007) *Leadership: A Critical Text.* London: Sage	☒
Further	Adair, J. (2013) *Develop your Leadership Skills.* London: Kogan Page.	☒

Module Code	BMPF7021	
Module Title	**Authenticity and the Role of the Leader**	
Classification	**Reading List entry**	**Electronic***
Further	Bolton, G. (2014) *Reflective Practice: Writing and Professional Development.* London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) *Productive Reflection at Work.* Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) *Organizational Behaviour.* Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) *The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR,* Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) *Skills for Success: the personal development planning handbook.* Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) *The Study Skills Handbook.* Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) *Studying Leadership. London:* Sage	☐
Further	Goleman, D. (2011) *Leadership: The Power of Emotional Intelligence.* (2nd ed) Northampton: More than Sound	☐
Further	Lussier, R.N., and Achua, C.F. (2015) *Leadership: theory, application and skill development.* (6th ed) Andover: Cengage Learning	☒
Further	Owen, J. (2011) *How to Lead.* (3rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) *Leadership in Organizations,* (8th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	*Leadership in Action*	☒
	Leadership Excellence	
	Leadership	
	Journal of Organizational Behaviour	
Further	http://www.lfhe.ac.uk/	☒
	http://www.johnadair.co.uk/	
	www.jisc.ac.uk	
	http://www.theworkfoundation.com/	

MODULE CODE: **BMPF7022**
TITLE: **Leadership in Planning and Motivation**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To enable the student to plan and prioritise in the workplace, in order to promote efficiency and to engage, motivate and develop the team.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to

- critically evaluate complex methods of planning and prioritisation and identify a relevant method for the student's workplace;
- critically assess a range of theoretical perspectives relevant to establishing a positive team environment;
- critically appraise motivational approaches to individual and team performance.

INDICATIVE CONTENT

- Theories of Methods and models of planning and prioritising. For example, models such as RACI and approaches to effective delegation skills such as Tannanbaum and Schmidt's Continuum Theory and the Five Levels of Delegation will be explored and analysed.
- A critical evaluation of theories and models of motivation and team dynamics, for example Belbin Team roles, Content Theory, Process Theory and GoMAD.
- The distinctions between intrinsic and extrinsic motivation will be evaluated, and the student's personal approach to motivation identified and reviewed.
- A critical examination of models of mentoring and coaching, and the skills required to carry these out effectively.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7022**	
Module Title	**Leadership in Planning and Motivation**	
Classification	**Reading List entry**	**Electronic***
Essential	Lussier, R.N., and Achua, C.F. (2015) *Leadership: theory, application and skill development.* (6th ed) Andover: Cengage Learning	☒
Essential	Lock, D. (2007) *Project Management*. (9th ed) Aldershot: Gower Executive Coaching	☐
Further	Adair, J. and Thomas, N. (2004) *The Concise Adair on Team Building and Motivation.* London: Thorogood Publications	☒
Further	Armstrong, M. (2014) *Armstrong's Handbook of HR Management Practice.* London: Kogan Page Ltd	☒
Further	Bolton, G. (2014) *Reflective Practice: Writing and Professional Development.* London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) *Productive Reflection at Work.* Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) *Organizational Behaviour.* Harlow: Pearson	☐
Further	Connor, M. and Pakora, J. (2012) *Coaching and Mentoring at Work.* Maidenhead: OUP	☒
Further	Cottrell, S. (2003) *The Study Skills Handbook.* Basingstoke: Palgrave Macmillan.	☐
Further	Clutterbuck, D. (2007) *Coaching and Mentoring at Work.* London: Nicholas Brearley International	☐
Further	Edwards, G. and Schedlitzki, D. (2014) *Studying Leadership. London:* Sage	☐

Module Code	BMPF7022	
Module Title	**Leadership in Planning and Motivation**	
Classification	**Reading List entry**	**Electronic***
Further	Goleman, D. (2011) *Leadership: The Power of Emotional Intelligence.* (2nd ed) Northampton: More than Sound	☐
Further	Watson, M. (2002) *Managing Smaller Projects: a practical guide.* Hook: Project Manager Today Publications	☐
Further	Wellington, P. (2011) *Effective People Management.* London: Kogan Page Ltd	☒
Further	Yukl, G.A. (2006) *Leadership in Organizations,* (8th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	*Leadership in Action* *Leadership Excellence* *Leadership* *Journal of Organizational Behaviour*	☒
Further	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

MODULE CODE: **BMPF7023**
TITLE: **Leadership and Change**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To enable the student to critically examine the role of leadership in times of change and uncertainty in order to lead change with awareness, understanding and insight.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically examine the complex nature of challenges for the leadership role within times of organisational change;
- critically evaluate the influence of organisational culture in the context of change initiatives;
- identify and critically analyse a range of strategies for leading change in the context of challenges to the organisation from within.

INDICATIVE CONTENT

- An exploration of theories of change management, for example the Change Curve, Nudge theory, Lewin, McKinsey and Kotter, internal and external drivers of change, and how results may be measured and monitored.
- Different models of organisational culture, for example Schein, Handy, Geert, and Peters, and the value of organisational stories will be explored and related to the student's workplace.
- Exploring root cause analysis techniques, such as 5 Whys and the Ishikawa Diagram to investigate events, incidents or concerns.
- Approaches to investigating incidents, breaches of process - for example: absence management policies, and the essential elements of conducting disciplinary and grievance processes.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Individual Presentation	24 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7023**	
Module Title	**Leadership and Change**	
Classification	**Reading List entry**	**Electronic***
Essential	Burnes, B. (2004) *Managing Change.* (4th ed) Harlow: Pearson Education Limited.	☒
Essential	Cameron, E. and Green, M. (2012) *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change.* (3rd ed) London: Kogan Page.	☒
Essential	Senior, B. and Fleming, J. (2006) *Organizational Change.* (3rd ed) Harlow: Pearson Education Limited.	☒
Further	Alvesson, M. and Sveningsson, S. (2016) *Changing Organizational Culture: Cultural Change Work in Progress.* (2nd ed.) Abingdon, Oxon: Routledge.	☐
Further	Butler, L. and Leach, N. (2011) *Action Learning for Change: A Practical Guide for Managers.* Cirencester: Management Books 2000 Ltd.	☐
Further	Guirdham, M. (2005) *Communicating Across Cultures at Work.* (2nd ed) Basingstoke: Palgrave Macmillan.	☒
Further	Marquet, L. (2015) *Turn Your Ship Around.* New York: Penguin.	☐
Further	Mullins, L. (2010) *Management and Organisational Behaviour.* (9th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) *ABC of Action Learning.* Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) *Organizational Culture and Leadership.* (3rd ed) San Francisco: Jossey-Bass.	☒

Module Code	**BMPF7023**	
Module Title	**Leadership and Change**	
Classification	**Reading List entry**	**Electronic***
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	*Journal of Organizational Behaviour* *Leadership* *Management Today*	☒
Further	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

MODULE CODE: **BMPF7024**
TITLE: **Leadership, Crisis and Resilience**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To enable the student to gain a critical awareness of approaches to leadership in crisis situations.
- To enable the student to apply learning from crises to organisational management systems and practices.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- examine in detail key strategic events within the life cycle of crises which give rise to, or emerge from ,a critical incident;
- identify and critically evaluate stressors, and recommend ways of managing these in order to further develop resilience and performance;
- critically reflect upon a crisis situation, and make recommendations for management systems, management practice and critical events management.

INDICATIVE CONTENT

- The relationship between good management systems and practices and effective crisis management will be analysed.
- The life cycles of crises will be explored, drawing on a range of examples.
- A wide range of sources of possible crises, both internal and external to an organisation, will be examined.
- Theories of resilience, for example Seligman, Bolt and Rath, and approaches to stress management and well-being will be explored, and related to different workplaces.
- Management systems and practices, and their relationship to crisis management, will be evaluated and related to different workplaces.
- Appropriate approaches to effective communication strategy within a crisis situation, including media engagement, will be discussed.
- Collaborative critical events management approaches, for example Action Learning Sets and Appreciative Enquiry, will be engaged with and the student will reflect critically on their learning.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Individual Presentation	24 minutes	40%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7024**	
Module Title	**Leadership, Crisis and Resilience**	
Classification	**Reading List entry**	**Electronic***
Essential	Chaskalson, M. (2011) *The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR,* Chichester: Wiley-Blackwell.	☒
Essential	Northouse, P.G. (2009) *Introduction to Leadership,* London: Sage.	☐
Essential	Yukl, G.A. (2006) *Leadership in Organizations,* 6th edn. Upper Saddle River, NJ: Prentice-Hall.	☒
Further	Achua, C.F. and Lussier, R.N. (2007) *Effective Leadership,* International Edition, 4th edn. UK: Cengage.	☐

Further	Adair, J. (rev. ed.2013) *Developing your Leadership Skills,* London: Kogan Page	☒
Further	Ashurst A. (2010) *Developing management potential: how to lead, support and motivate care teams effectively,* London: Quay Book.	☐
Further	Burke, R.J. and Cooper, C.L. (2006) *Inspiring Leaders,* London: Routledge.	☒
Further	Crosby, B.C. and Bryson, J. (2005) *Leadership for the Common Good,* San Francisco: Jossey Bass.	☐
Further	Drucker, P. (2001) *The Essential Drucker,* New York: Harper Business.	☐
Further	Gardner, J. (1989) *On Leadership*, New York: Free Press.	☐
Further	Huczynski A. & Buchanan D. (2007) *Organisational Behaviour,* Harlow: Prentice Hall.	☐
Further	Maak, T. and Pless, N.M. (2006) *Responsible Leadership,* London: Routledge.	☒
Further	Mullins L.J. (2010 9th ed.) *Management and Organisational Behaviour,* London: Pitman.	☒
Further	Northouse P. G. (2010) *Leadership theory and practice,* California: Sage.	☐
Further	Rayner, C. (2009) *Managing and leading people,* London: Chartered Institute of Personnel and Development.	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	*The Journal of Human Resources* *Journal of Organizational Behaviour*	☒
Further	http://www.johnadair.co.uk/ www.jisc.ac.uk	☒

MODULE CODE: **BMPF7025**
TITLE: **Leadership in the Third Sector**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To develop critical awareness of systems leadership in a 'high challenge-high care' working environment.
- To enable the student to critically reflect upon how their leadership style, values, beliefs and behaviours affect the cultivation of collaborative and inclusive relationships with stakeholders.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of leadership theories and styles and their relevance to the workplace;
- critically reflect on personal values, beliefs and behaviours, and analyse their influence on 'conditions creation';
- establish and implement an impact assessment that critically evaluates and reconciles the effectiveness of the organisation's activities on a range of stakeholders.

INDICATIVE CONTENT

- A critical examination of leadership theories and styles.
- A critical exploration of theories of interpersonal skills and communication.
- Theorists and models of critical reflection and the skills required to effectively engage with reflective practice.
- The use of systems leadership in a 'high challenge - high care' working environment.
- An overview of coaching models.
- Organisational culture, change and resilience.
- Accountability and empowerment.
- Stakeholder analysis and Force Field Analysis.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning: work-based	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	30 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7025**	
Module Title	**Leadership in the Third Sector**	
Classification	**Reading List entry**	**Electronic***
Essential	Cherniss, C. and Goleman, D. (eds) (2001) *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations.* San Francisco: Jossey Bass	☒
Essential	Northouse P. G. (2013) *Leadership: Theory and Practice,* (6th ed) Los Angeles: Sage.	☐
Further	Adair, J. (2013) *Develop your Leadership Skills.* London: Kogan Page.	☒
Further	Bolton, G. (2014) *Reflective Practice: Writing and Professional Development.* London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) *Productive Reflection at Work.* Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) *Organizational Behaviour.* Harlow: Pearson	☐

Further	Chaskaslon, M. (2011) *The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR,* Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) *Skills for Success: the personal development planning handbook.* Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) *The Study Skills Handbook.* Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) *Studying Leadership. London:* Sage	☐
Further	Goleman, D. (2011) *Leadership: The Power of Emotional Intelligence.* (2nd ed) Northampton: More than Sound	☐
Further	Lussier, R.N., and Achua, C.F. (2015) *Leadership: theory, application and skill development.* (6th ed) Andover: Cengage Learning	☒
Further	Owen, J. (2011) *How to Lead.* (3rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) *Leadership in Organizations,* (8th ed) Harlow: Pearson	☒
Further	**Journals** *Leadership in Action* *Leadership Excellence* *Leadership* *Journal of Organizational Behaviour*	☒
Further	**Websites** http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

MODULE CODE: **BMPF7026**
TITLE: **Principles and Practices of Social Housing**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N220**

AIM(S)

- To enable the student to develop a critical understanding of the principles and practices of social housing.
- To enable the student to critically evaluate the legislative environment and manage change.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically analyse the current role of social housing within communities, and the wider legislative context;
- critically examine a range of factors which impact upon the work of housing associations including relevant legislation, identifying and discussing strategies for management;
- critically evaluate the key operational and ethical challenges relating to the student's job role, appraising the ability of existing professional boundaries to mitigate these challenges, and making recommendations for improvement.

INDICATIVE CONTENT

- A detailed examination of the current role of social housing in society, with a specific focus on communities in Wales. Particular attention will be paid to the different types of housing association, the potential of joint working, and the role of sectoral bodies such as Community Housing Cymru, Cymorth Cymru, Care & Repair Cymru and the Welsh Local Government Association (WLGA).
- A detailed review of the structure of housing policy in England, Scotland and Northern Ireland, and their contrasts to the housing policies of Welsh Government (WG).
- A comprehensive exploration of the wider legislative and regulatory context in which the social housing sector operates, including the devolved powers of the Welsh Assembly, roles of the Commissioners appointed by the Welsh Assembly, and the potential for housing associations to input into initiatives, with aims of increasing public service accountability such as: Police and Crime Commissioners, Public Service Boards and the Well-being of Future Generations Act (Wales) 2015.
- An exploration of the historical context of social housing, with a particular focus on the impact of stock transfer, local government affordable housing policies and initiatives such as 'right to buy', as well as the social

and demographic changes which have driven demand, and perceptions of the sector.

- Building an analytical understanding of factors which can impact upon the work and strategic planning of housing associations, such as: welfare reform, local government reorganisation, service rationalisation and ongoing changes in procurement legislation.
- An examination of the range of legislation relating to housing providers and tenants, such as: court processes, legal support and leaseholder legislation.
- A critical reflection on individual job roles within the student group, and which legislation should be of key consideration when devising individual development plans and interaction with other colleagues.
- Rationalising a framework of ethical considerations within the social housing sector, including the need to work within clearly defined professional boundaries and a detailed consideration of equalities, diversity and data protection.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Component 3
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7026**	
Module Title	**Principles and Practices of Social Housing**	
Classification	**Reading List entry**	**Electronic***
Essential	Astin, D. (2015). *Housing Law Handbook (3rd Ed.)*. London: Legal Action Group.	☐
Essential	Harriot, S. and Matthews, L. (2009). *Introducing Affordable Housing (Practice Studies).* Chartered Institute of Housing.	☐
Essential	Lund, B. (2011). *Understanding Housing Policy (2nd Ed.)*. Bristol: The Policy Press.	☐
Essential	Reeves, Paul. (2013). *Affordable and Social Housing: Policy and Practice.* London: Routledge.	☐
Further	Chaloner, J., Dreisin, A. and Pragnell, M. (2015). *Building New Social Rent Homes: An Economic Appraisal.* Capital Economics.	☐
Further	Kay, S. (2014). *Homes for Welsh Workers: From Robert Owen to the Garden City Movement, with a Gazetteer of Planned Communities in Wales, 1800 to 1939.* Abergavenny: 325 Press.	☐
Further	Murrie, A. (2016). *The Right to Buy?: Selling off Public and Social Housing*. Bristol: The Policy Press.	☐
Further	**Websites** Cambridge Centre for Housing and Planning Research: http://www.cchpr.landecon.cam.ac.uk/ Joseph Rowntree Foundation Reports: https://www.jrf.org.uk/reports Social Housing Under Threat: http://www.4socialhousing.co.uk/ The History of Council Housing: http://fet.uwe.ac.uk/conweb/house_ages/council_housing/print.htm Welsh Housing Quarterly: http://www.whq.org.uk/	☒

MODULE CODE: **BMPF7027**
TITLE: **Developing Sustainable Tenancies**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N220**

AIM(S)

- To enable the student to critically evaluate a wide range of issues and challenges affecting tenancies within the social housing sector.
- To enable the student to utilise and appraise models and approaches for developing and supporting sustainable tenancies.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate factors which impact the sustainability of tenancies for both tenants and housing associations;
- analyse the financial models of housing associations;
- critically assess a wide range of engagement methods and partnership approaches for improving tenancy outcomes.

INDICATIVE CONTENT

- A detailed exploration of key external issues facing tenants and their families and their potential effect on the sustainability of tenancies, for example: welfare reform, antisocial behaviour and fuel poverty.
- The main considerations for housing associations when seeking to establish sustainable tenancies, including protected characteristics and unconscious bias.
- An examination of the personal issues (and the associated legislative matters and governmental interventions) which may impact on current tenancies around areas such as health and wellbeing and abuse.
- An exploration of housing law, tenancy issues, and legislative context.
- An examination of a wide range of ways in which the devolved powers of the Welsh Government impact on social housing tenancies in Wales.
- The Renting Homes (Wales) Act 2016 and its potential impact on housing management practices will be analysed.
- A study of property development issues faced by social housing providers such as the Code for Sustainable Homes, Affordable Homes legislation, environmental impact and the advent of ‘build to let’ developments.
- An evaluation of the scope and impact of different roles within the workplace.

- A detailed analysis of the financial model utilised by housing associations.
- A consideration of how people learn/affect behaviour change in different ways, and the variety of approaches which are available when working with different groups.
- The role of partnership agencies in engaging with different groups will be examined.
- A detailed examination of a variety of engagement techniques and tools which are available to promote effective tenant participation and commitment to relevant initiatives, to include awareness of the roles of the Welsh Tenants Federation (WTF) and the Tenant Participation Advisory Service (TPAS) Cymru.
- The building of a detailed understanding of the factors which can foster (or affect) personal resilience.
- A study of Behavioural Economics and the impact of psychological, social, cognitive and emotional factors on the economic decisions of individuals and institutions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity types	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	**Volume**	**Weighting**
Presentation	12 minutes	20%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Essay	3600 words	40%

Assessment Component 3
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	**Volume**	**Weighting**
Essay	3600 words	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7027**	
Module Title	**Developing Sustainable Tenancies**	
Classification	**Reading List entry**	**Electronic***
Essential	Department for Environment, Food and Rural Affairs. (2006). *Sustainable Communities: A shared agenda, a share of the action.* London: Defra Publications.	☒
Essential	Mawson, A. (2008). *The Social Entrepreneur: Making Communities Work.* London: Atlantic Books.	☒
Essential	O'Halloran, A. and Davies, C. (2014). *Working Together to Create Sustainable Communities: Learning Report.* Chartered Institute of Housing.	☒
Essential	Rallings, M. (2014). *Approaches to tenancy management in the social housing sector: Exploring new models and changes in the tenant-landlord relationship.* Housing Associations' Charitable Trust.	☒
Essential	Richardson, J. (2010). *Housing and the Customer*. Chartered Institute of Housing.	☐
Further	Arden, A., Chan, R. and Madge-Wyld, S. (2012). *Quiet Enjoyment: Arden and Partington's Guide to Remedies for Harassment and Illegal Eviction*. London: Legal Action Group.	☐
Further	Arden, A., Orme, E. and Vanhegan, T. (2012). *Homelessness and Allocations*. London: Legal Action Group.	☐
Further	Dorling, D. (2014). *All that is solid: How the great housing disaster defines our times, and what we can do about it.* London: Penguin.	☐
Further	Pawson, H. and Mullins, D. (2010). *After Council Housing: Britain's New Social Landlords*. London: Palgrave Macmillan.	☒
Further	**Websites** Cambridge Centre for Housing and Planning Research: http://www.cchpr.landecon.cam.ac.uk/ Chartered Institute for Housing: http://www.cih.org/ Housing Associations' Charitable Trust: http://www.hact.org.uk/ Housing Studies Association: http://housing-studies-association.org/ Institute for Sustainable Communities: http://www.iscvt.org/ Joseph Rowntree Foundation Reports: https://www.jrf.org.uk/reports Social Housing Under Threat: http://www.4socialhousing.co.uk/	☒

	Wales Institute of Social and Economic Research, Data and Methods: http://www.wiserd.ac.uk/research/inequalities/current-projects/housing-network/about-network/ Welsh Government Housing Statistics and Research: http://gov.wales/statistics-and-research/?topics=Housing+and+regeneration&view=Search+results&types=Social+Research&lang=en Welsh Housing Quarterly: http://www.whq.org.uk/	

MODULE CODE: **BMPF7028**
TITLE: **Understanding Housing Law**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **M200**

AIM(S)

- To enable the student to develop the critical skills necessary to evaluate and apply housing law in the social housing sector.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- appraise recent developments in case law in relation to proportionality and Article 8 (European Convention on Human Rights), and the impact on both tenants and landlords;
- critically evaluate significant changes in substantive housing law, principles and statutes and their potential impact upon social housing providers when letting properties.

INDICATIVE CONTENT

- The history of housing related law in the UK and the impact of European legislation.
- Key legal processes, concepts and documentation which impact on the initiation, management and termination of social housing tenancies.
- The differences between Common Law and Public Law.
- Government of Wales Act 2006 and the scope of the Assembly's legislative competence to make Assembly Acts, with a focus on areas where Welsh Ministers exercise executive functions.
- English, Welsh and Welsh-specific statutes which impact upon housing law for social housing providers in Wales.
- Proportionality in housing law.
- Recent case law in relation to proportionality and the effect of Article 8 (European Convention on Human Rights) on recent judgements.
- The need for reform in Housing Law and the introduction of the Renting Homes (Wales) Act 2016.
- The Renting Homes (Wales) Act 2016 and its potential impact on housing management practices going forward, including the differentiation in housing law between England and Wales.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	5400 words	60%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	24 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7028**	
Module Title	**Understanding Housing Law**	
Classification	**Reading List entry**	**Electronic***
Essential	Luba, J., Madge, N., Gallagher, J., McConnell, D., Madge-Wyld, S., 2016. *Defending Possession Proceedings*. 8th Revised edition. London: Legal Action Group	☐
Essential	Welsh Government, 2016, *Renting Homes (Wales) Act 2016*, [online] Available at http://www.legislation.gov.uk/anaw/2016/1/contents/enacted	☒
Further	Luba, J., Davies, L., Johnston, C., 2016. *Housing Allocation and Homelessness: Law and Practice*: 4th edition. London: Jordan Publishing Limited.	☐
Further	HACT 2014. *Approaches to tenancy management in the social housing sector: Exploring new models and changes in the tenant-landlord relationship*. [pdf] London,	☒

	HACT. Available at http://hact.org.uk/sites/default/files/uploads/Archives/2014/9/Tenancy%Management%20report%20FINAL.pdf	
Further	Garner, S., 2017, *A Practical Approach to Landlord and Tenant.* 8th Edition. Oxford: OUP.	☐
Further	CIH 2016. *Housing in Wales Factsheet – The renting Homes [Wales] Act 2016*. [pdf] Cardiff, CIH. Available at http://www.cih.org/resources/PDF/Wales%20Policy/Renting%20Homes%20factsheet%20-%20English%20Final.pdf	☒
Further	Welsh Government, 2017, *Renting Homes [Wales] Act* 2016. Cardiff, Welsh Government. Available at http://gov.wales/topics/housing-and-regeneration/legislation/rentingbill/?lang=en	☒
Further	Welsh Government, 2016, *Renting Homes [Wales] Act 2016*. [pdf] Cardiff, Welsh Government. Available at http://www.cih.org/resources/PDF/Wales%20Events/tai2016/Simon%20White.pdf	☒
Further	Welsh Government, 2016*, Renting Homes [Wales] Act 2016* – Guidance relating to Supported Accommodation. [pdf] Cardiff, Welsh Government. Available at https://consultations.gov.wales/sites/default/files/consultation_doc_files/170206-guidance-relating-to-supported-accommodation-en.pdf http://www.rla.wales/policies-news/category/policies/renting-homes-act/	☒
Further	Welsh Government, 2015*, Code of Practice for Landlords and Agents licensed under Part 1 of the Housing [Wales] Act 2014*. [pdf] Cardiff, Welsh Government. Available at http://www.assembly.wales/laid%20documents/sub-ld10378/sub-ld10378-e.pdf	☒

MODULE CODE: **BMPF7029**
TITLE: **Personal Leadership for Citizen Service**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

- To provide the student with the knowledge, skills and practice necessary to deliver autonomous yet collaborative leadership of public services.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a critical appreciation of personal style and influence in the context of collaborative leadership of complex public services;
- critically evaluate a range of leadership and organisational change models/theories that have, or could be used, to analyse complex systems, and to develop innovative leadership strategies for citizen focussed improvement.

INDICATIVE CONTENT

- Personal leadership style, considering emotional and multiple intelligences.
- The sources of power and influence.
- Personal branding.
- Motivation theory.
- The creation and implementation of a personal leadership development plan.
- Using constructive feedback and positive challenges to improve personal effectiveness
- Leadership and change theories.
- The application of leadership and change models in complex and fluid environments.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning (work-based)	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	3000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7029**	
Module Title	**Personal Leadership for Citizen Service**	
Classification	**Reading List entry**	**Electronic***
Essential	Schein, E. and Schein, P. (2017) *Organizational Culture and Leadership*, 5th ed. New Jersey: Wiley	☒
Essential	Adair, J. (2013) *Develop your Leadership Skills.* London: Kogan Page.	☒
Essential	Cherniss, C. and Goleman, D. (eds) (2001) *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations.* San Francisco: Jossey Bass	☒
Further	Cameron, E. and Green, M. (2012) *Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change.* (3rd ed) London: Kogan Page.	☒
Further	Senge, P.M. (2006), *The Fifth Discipline: The art and practice of the learning organization*: 2nd ed. USA: Doubleday	☒
Further	Heyler, R. (2015) *The work-based learning student handbook, 2nd ed.* Basingstoke: Palgrave Macmillan	☒
Further	Senior, B. and Fleming, J. (2006) *Organizational Change.* (3rd ed) Harlow: Pearson Education Limited.	☒

Module Code	BMPF7029	
Module Title	Personal Leadership for Citizen Service	
Classification	Reading List entry	Electronic*
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	☐

MODULE CODE: **BMPF7030**
TITLE: **The Political Context of Citizen Service**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

- To develop critical awareness of the political environments in which public services are designed, led and delivered.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate the relevant elements of the European, UK and Welsh political infrastructures which have a direct impact on their leadership and delivery of public services;
- demonstrate a critical appreciation of the role and challenges of collaborative working between different elements of Welsh public services and key stakeholders (eg. politicians, officers, trade unions) in order to deliver effective public services;
- develop leadership strategies for effective collaborative working with key stakeholders in the wider community.

INDICATIVE CONTENT

- Sourcing and analysing live data.
- The challenges of leading in a political context.
- Supporting local and national political priorities and policies.
- Collaboration in leading improvements to public services.
- The political, practical and personal challenges that arise from collaborative working.
- The different priorities and governance/decision making structures of collaborative organisations.
- Interpersonal strategies for working in partnership with key external stakeholders.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	4200 words	70%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7030**	
Module Title	**The Political Context of Citizen Service**	
Classification	**Reading List entry**	**Electronic***
Essential	Wales: (2016) *Taking Wales Forward 2016-2021.* Cardiff: Welsh Government	☒
Essential	White paper: Great Britain: national Improvement & Efficiency Social Enterprise (iESE): From surviving to thriving: How councils can re-shape local public services to meet the next spending review challenges: Paper 2: Consultation outcomes, iESE Ltd. 2015	☒
Essential	Senge, P.M. (2006), *The Fifth Discipline: The art and practice of the learning organization*: 2nd ed. USA: Doubleday	☒
Further	Schein, E. and Schein, P. (2017) *Organizational Culture and Leadership*, 5th ed. New Jersey: Wiley	☒
Further	Wales (2011), *Local, Regional or National? Working for better service delivery across local government.* Cardiff: Welsh Government	☐
Further	Wales (2009), *Better Outcomes for Tougher Times: The Next Phase in Public Service Improvement.* Cardiff: Welsh Assembly Government	☒
Further	LARCI (2010), *Co-production: A Series of Commissioned Reports.*UK: IDeA	☒
Further	Wales *(2010),Challenging Times – An Opportunity for Change.* Wales: SOLACE	☒
Further	*Deaner, B., and Phillips, D. (2013). Scenarios for the Welsh government budget to 2025-26. Institute for. Fiscal Studies Report No. R83.*	☒

Module Code	BMPF7030	
Module Title	The Political Context of Citizen Service	
Classification	Reading List entry	Electronic*
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	

MODULE CODE: **BMPF7031**
TITLE: **Delivering Citizen Focused Outcomes**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

- To deliver citizen focussed strategic and operational improvements by using appropriate innovative approaches, and effectively engaging and motivating others

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically evaluate a range of approaches to outcome-based planning and thinking, and strategically apply an appropriate approach to the leadership and motivation of teams and partnerships;
- critically evaluate a range of innovative approaches to address complex and fluid challenges.

INDICATIVE CONTENT

- Service improvement through the provision of effective structures.
- The value of feedback and support.
- Outcomes thinking, performance indicators and accountability.
- Outcome-based approaches and methodologies for planning, contracting and service delivery.
- The management and development of staff .
- The balance of challenge and risk.
- Ethical dilemmas and value conflicts.
- Innovation in the strategic development of services .
- Sustainability issues.
- Partnership development and leadership.
- Negotiating shared goals and outcomes.
- Monitoring and evaluating outcomes.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	20	10%
Independent learning	40	20%
Placement learning	140	70%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	4500 words	75%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assignment	1500 words	25%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7031**	
Module Title	**Delivering Citizen Focused Outcomes**	
Classification	**Reading List entry**	**Electronic***
Essential	Wales: (2016) *Taking Wales Forward 2016-2021.* Cardiff: Welsh Government	☒
Essential	White paper: *Great Britain: national Improvement & Efficiency Social Enterprise (iESE): From surviving to thriving: How councils can re-shape local public services to meet the next spending review challenges:* Paper 2: *Consultation outcomes*, iESE Ltd. 2015	☒
Essential	Schein, E. and Schein, P. (2017) *Organizational Culture and Leadership*, 5th ed. New Jersey: Wiley	☐
Further	Barber, M. (2015) *How to run a Government so that citizens benefit and taxpayers don't go crazy*. Allen Lane	☒
Further	Williams, B and Hummelbrunner, R. (2009) *Systems concepts in action*. Stanford: Stanford University Press	☒
Further	Whitmore, J. (2017), *Coaching for Performance: The Principles and Practice of Coaching and Leadership* 25th anniversary ed. London: Nicholas Brearly Publishing	☒
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	☒

MODULE CODE: **BMPF7032**
TITLE: **Planning for Learning and Development**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **5**

JACS CODE: **N215**

AIM(S)

- To enable the student to critically reflect upon their strengths and areas for development, in preparation for personal and professional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate an advanced knowledge and understanding of their own personal and professional practice;
- critically reflect on a range of diagnostic activities;
- demonstrate an advanced ability to independently create a personal pre-course plan, identifying key areas for development.

INDICATIVE CONTENT

- Self-awareness of existing competency is the fundamental starting point for any learning activity. The student will be required to identify their own competencies, through reviewing any recent material which provides feedback on their strengths and areas for development. This may include performance appraisals, performance plans, 360 degree feedback reports, and psychometric evaluations. This self-reflection will be supported by on-line resources. The student will generate a pre-course learning plan, identifying key areas of focus. The learning plan is to be reviewed with their line-manager prior to attendance at the learning event, eg. a Summer School.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	15	30%
Placement learning – work-based	35	70%
TOTAL	**50**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment - Learning Plan	1500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7032**	
Module Title	**Planning for Learning and Development**	
Classification	**Reading List entry**	**Electronic***
Essential	Essential Reading will be recommended based upon the specific areas studied.	
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) *Productive Reflection at Work,* London: Routledge.	☒
Further	Campbell, A, and Norton, L. (2007) *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice* Exeter: Learning Matters Ltd.	☒
Further	Moon, J.A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge Falmer.	☒
Further	BBC and Open University, Learning Styles. De Bono E., official website, http://www.edwdebono.com/ Gardner, H., official website Higher Education Academy, 'What is Reflective Practice', Kolb, D., official website, http://www.dkolb.org/ Theories of Reflection, http://www.infed.org/biblio/b-reflect.htm http://www.docstoc.com/docs/6498566/Personal-Development-Plan-template/	☒

MODULE CODE: **BMPF7033**
TITLE: **Academi Wales Summer School**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **10**

JACS CODE: **N215**

AIM(S)

- To enable the student to engage critically in the activities of the Academi Wales Summer School, and reflect on their relevance to the student's own personal and professional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- engage fully with the range of activities at the Academi Wales Summer School;
- critically identify specific areas covered in the Summer School that will aid their personal and professional development in the workplace;
- independently and critically reflect upon current management and leadership theory and relate it to their own practice.

INDICATIVE CONTENT

- Over the course of the Summer School, the student will be provided with the opportunity to attend a series of learning activities and events typically in the form of keynote speakers, workshops and round table discussions. The student will be provided with materials in the form of Learning *Guides or web links,* which contain the required preparatory reading for each keynote speaker, along with reflective questions to aid in facilitated group discussion. Where used, the student will receive feedback on any psychometric evaluation they completed prior to attendance at the Summer School. They will also be provided with a *Learning Journal* or Delegate Workbook for capturing their learning during the week. The student will be provided with time to reflect on each activity, and to record their thoughts in the journal or workbook as appropriate. The student will be required to complete a learning implementation plan prior to departure from the Summer School.
- The student will use the relevant information recorded in the workbook, journal, any psychometric report and learning implementation plan within their portfolio.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	0	0%
Independent learning	30	30%
Placement learning	70	70%
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Portfolio	4-5 elements	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7033**	
Module Title	**Academi Wales Summer School**	
Classification	**Reading List entry**	**Electronic***
Essential	Academi Wales *Delegate Workbook*	☐
Essential	Academi Wales *Learning Guide*	☐
Essential	Academi Wales *Learning Journal*	☐
Essential	Academi Wales *Learning to Action Contract*	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) *Productive Reflection at Work.* London: Routledge.	☒
Further	Brockbank, A. and McGill, I. (2007) *Facilitating Reflective Learning in Higher Education.* Maidenhead: Open University Press.	☒
Further	Campbell, A. and Norton, L. (2007) *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice.* Exeter: Learning Matters Ltd.	☒
Further	Gilbert, A. (2005) Go-MAD: *The Art of Making a Difference.* Reading: Cox and Wyman.	☐
Further	Moon, J.A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice.* London: Routledge Falmer.	☒
Further	Achor S. (2010) *The Happiness Advantage: The 7 Principles of Positive Psychology that Fuel Success and Performance at Work*, New York: Crown Business	☐
Further	Bhargava R. (2012*) Likeonomics: The Unexpected Truth Behind Earning Trust, Influencing Behavior, and Inspiring Action*, New Jersey: John Wiley	☐
Further	Clough P., Strycharczyk D. (2012*) Developing Mental Toughness: Improving Performance, Wellbeing and Positive Behaviour in Others*, London: Kogan Page	☐
Further	Dwek, C. (2007) *Mindset: The New Psychology of Success, New York*: Ballentine	☐
Further	Larker D, Tayan B. (2013) *A Closer Look at Organizational Choices and Their Consequences*, New Jersey: Pearson Education	☐

Module Code	BMPF7033	
Module Title	Academi Wales Summer School	
Classification	Reading List entry	Electronic*
Further	*Peppers D., Rogers M. (2012) Extreme Trust: Honesty as a Competitive Advantage,* London: Penguin	☐

MODULE CODE: **BMPF7034**
TITLE: **Academi Wales Summer School Personal Development Plan**

DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **5**

JACS CODE: **N612**

AIM(S)

- To enable the student to prepare a comprehensive and robust Development Plan related to the learning from the Academi Wales Summer School.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- critically reflect on the learning they experienced during the Summer School and its application for their own career development;
- investigate analytically and prioritise development activities;
- devise a comprehensive and robust development plan identifying key resources.

INDICATIVE CONTENT

- As a result of the learning undertaken, the student will focus on their current position within their organisation. Opportunities for enhancing practice will be identified, and possible career developments evaluated. The student will be required to generate career goals. They will construct a comprehensive development plan, complete with target dates, to meet their career goals. This will be achieved through drawing on the gaps identified through the pre-course work, the development activities covered in the Summer School and their Learning to Action Contract or similar. They will also identify the key individuals who could assist them in achieving their development plan, including strategies to engage them. The development plan must be agreed and endorsed by the student's line-manager.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	0	0%
Independent learning	15	30%
Placement learning	35	70%
TOTAL	**50**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7034**	
Module Title	**Academi Wales Summer School Personal Development Plan**	
Classification	**Reading List entry**	**Electronic***
Essential	Academi Wales *Delegate Workbook*	☐
Essential	Academi Wales *Learning Guide*	☐
Essential	Academi Wales *Learning Journal*	☐
Essential	Academi Wales *Learning to Action Contract*	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) *Productive Reflection at Work.* London: Routledge.	☒
Further	Brockbank, A. and McGill, I. (2007) *Facilitating Reflective Learning in Higher Education.* Maidenhead: Open University Press.	☒
Further	Campbell, A. and Norton, L. (2007) *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice.* Exeter: Learning Matters Ltd.	☒
Further	Gilbert, A. (2005) Go-MAD: *The Art of Making a Difference.* Reading: Cox and Wyman.	☐
Further	Moon, J.A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice.* London: Routledge Falmer.	☒
Further	Achor S. (2010) *The Happiness Advantage: The 7 Principles of Positive Psychology that Fuel Success and Performance at Work*, New York: Crown Business	☐
Further	Bhargava R. (2012*) Likeonomics: The Unexpected Truth Behind Earning Trust, Influencing Behavior, and Inspiring Action*, New Jersey: John Wiley	☐
Further	Clough P., Strycharczyk D. (2012*) Developing Mental Toughness: Improving Performance, Wellbeing and Positive Behaviour in Others*, London: Kogan Page	☐
Further	Dwek, C. (2007) *Mindset: The New Psychology of Success, New York*: Ballentine	☐

Module Code	**BMPF7034**	
Module Title	**Academi Wales Summer School Personal Development Plan**	
Classification	**Reading List entry**	**Electronic***
Further	Larker D, Tayan B. (2013) *A Closer Look at Organizational Choices and Their Consequences*, New Jersey: Pearson Education	☐
Further	*Peppers D., Rogers M. (2012) Extreme Trust: Honesty as a Competitive Advantage,* London: Penguin	☐

Module Code	**BMPF7045**
Title	**Work-based Learning Project (Moderate)**
Date	**17/04/2019**
Level	**7**
Credits	**45**
Pre-Requisites	

AIM(S)

- To enable learners to pursue an independent work-based learning project which has been negotiated with both their organisation and their assigned tutor.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- demonstrate a detailed knowledge and understanding of a specific area within their organisation and its wider context;
- negotiate a substantial, methodologically sound investigative study demonstrating due regard to ethical issues;
- analyse, interpret, critically evaluate and report relevant research data, understanding and managing dilemmas and value-conflicts;
- recommend future actions based on the findings, identifying interrelationships between wider systems in which the area of practice is located;
- demonstrate an ability to present the outcomes of the project and reflect critically on their learning, including issues of being an insider researcher.

INDICATIVE CONTENT

- Over the course of this module learners will be provided with the opportunity for supported self-study in undertaking a work-based learning project. Each independent study module will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation of the project. Further support from the Ethics Committee may be provided if required.

- The project report should include an executive summary, details of the methodology used to undertake the project, an analysis of the findings and recommendations for future actions. The outcomes of the project will be formally presented to academic staff and work colleagues and consideration will be given to its further dissemination.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	100	20%
Placement learning	330	75%
TOTAL	**450**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Project proposal and report	10000 words or equivalent	80%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation of project outcomes	20 minutes or equivalent	20%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	80%
Practical	20%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7045**	
Module Title	**Work-based Learning Project (Moderate)**	
Classification	**Reading List entry**	**Electronic***
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) *Doing Work Based Research, Approaches to Enquiry for Insider-Researchers,* London: Sage.	☒
Further	Gray, D. E. (2004). *Doing Research in the Real World*, London: Sage.	☒
Further	Walliman, N. (2001) *Your Research Project: A step-by-step guide for the first-time researcher,* London: Sage	☐

MODULE CODE: **BMPF7057**
TITLE: **Reflection on Clinical Leadership**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **L231**

AIM(S)

- To provide learners with the knowledge and skills necessary to deliver effective clinical leadership.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- evaluate and critically reflect upon the impact of their personal leadership style, communication and personal effectiveness, identifying strategies for development;
- demonstrate advanced knowledge and application of clinical leadership strategies and influencing skills within their scope of responsibility;
- demonstrate a critical appreciation of a wide range of leadership skills and apply them to complex collaborative leadership contexts within NHS Wales;
- apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks and present their work appropriately.

INDICATIVE CONTENT

Learners will be experienced practitioners. The module will require them to critically examine their leadership in the light of learning and personal analysis and to create a personal leadership development plan. Learners will be required to plan, implement and evaluate leadership strategies across a range of work-related issues and environments. They will demonstrate how their actions have contributed to organisational success and achievement of personal and service goals.

- analyse and assess personal leadership style with reference to a range of diagnostics considering personality, team contribution and application of leadership knowledge, skills and behaviours;
- participate in discussions which will include the consideration and application of a range of leadership theories, models and frameworks in complex and fluid environments;
- reflect on the importance of constructive feedback and how receiving and using positive challenges can improve personal effectiveness;
- explore the impact of the political and strategic context of health care with reference to the Health Policies and best practice models of Wales and the Home Countries. The application of quality improvement principles

and methodologies to include human factors and quality and safety frameworks will be analysed and evaluated in relation to their success;

- the value of effective team working , barriers to engagement, use of language and communication, challenging attitudes, behaviours and cultural norms, cross boundary collaboration and the effect of technological advancements on health care will be explored;
- current national reports will be discussed in relation to the implications for future service delivery models e.g. Francis, Keogh and Berwick.

LEARNING AND TEACHING STRATEGY

Teaching sessions will introduce the learners to the relevant leadership concepts, principles and practices. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	60	20%
Placement learning[1]	180	60%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment:	1500 words	20%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment:	6000 words	80%

Assessment Summary

Activity type	Percentage
Written	0
Coursework	100%
Practical	0
TOTAL	**100%**

1 'Placement learning' is an academic term to identify a range of different learning within workplaces. This module is a work-based learning module.

READING LIST

Module Code	BMPF7057	
Module Title	**Reflection on Clinical Leadership**	
Classification	**Reading List entry**	**Electronic***
Essential	Andrews, J. and Butler, M. (2014) *Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board*. Stirling: Dementia Services Development Centre.	☐
Essential	Department of Health (2008) *High Quality Care For All: NHS Next Stage Review Final Report* London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) *Patient-centred Leadership: Rediscovering our Purpose* London: The King's Fund.	☐
Essential	Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary* London: HMSO.	☐
Essential	Keogh, B. (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report* London: HMSO.	☐
Essential	King's Fund Report (2012) *Together we can: Leadership and engagement for improvement in the NHS* London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012*)* *Improving Quality Reduces Costs – Quality as the Business Strategy* Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) Healthcare *Leadership Model* London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) *Together for Health - A five year vision for the NHS in Wales.* Crown Copyright.	☐
Further	Argyris, C. and Schön, D. (1992). *Theory and Practice: Increasing Professional Effectiveness*. San Francisco: Jossey Bass.	☐
Further	Billett, S. (2001) *Learning in the Workplace* London: Allen and Unwin.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). *Productive Reflection at Work*. London: Routledge.	☐
Further	Gill, J. and Johnson, P. (2002) *Research Methods for Managers*. London: Sage, 2002.	☐
Further	Gray, D. *et al.* (2004) *Learning Through the Workplace: A guide to work-based learning,* Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) *Learning Journals* London: Routledge. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) Research *Methods for Business Students* London: Pearson.	☐
Further	Schön, D. (1991) *The Reflective Practitioner* San Francisco: Jossey Bass.	☐
Further	Storey, J. and Holti, R. (2013) *Towards a New Model of Leadership for the NHS* Buckingham: Open University.	☐

Further	**Journals** *British Journal of Healthcare Management* *British Journal of Leadership in Public Services* *British Medical Journal* *Health Care Management Review* *Healthcare Management Science* *Health Service Journal* *Human Resource Management Review* *Journal of Healthcare Leadership* *Journal of Health Organization and Management* *The Leadership and Organization Development Journal* *Industrial and Labour Relations Review* *Journal of Organizational Behaviour* *Management Today* *MIS Quarterly* *Operations Research* *Organization Science* *People Management* *PPP Journal* *Public Sector Management Journal* *Strategic Management Journal* *The International Journal of Public Administration* *The International Journal of Public Sector Management* *The Review of Economics and Statistics*	☐

Further	**Websites** 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/ Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/ Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/ Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	☒

Additional reading will be recommended in relation to the specific area to be studied. Learning resource material will also be available on SkillPort and 1000 Lives+ e learning hub.

Further reading will be recommended in relation to the specific area to be studied.

MODULE CODE: **BMPF7058**
TITLE: **Leading Service Improvement Project**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N215**

AIM(S)

- To enable learners to pursue an individual work-based leadership project which improves health care services

LEARNING OUTCOMES
Upon the successful completion of this module, the student should be able to:

- negotiate a substantial, methodologically sound investigative study related to improving services for patients demonstrating due regard to value-conflicts and ethical issues;
- evidence detailed knowledge which supports the achievement of organisational objectives through effective management and leadership;
- identify and apply a range of leadership and organisational change tools, models and theories to complex systems and develop innovative leadership strategies to effect patient focussed improvement;
- demonstrate an advanced ability to present the outcomes of the project in terms of impact and to reflect critically on their learning;

INDICATIVE CONTENT

- NHS Wales continues to face challenging times and ensuring that effective clinical leadership remains a key priority. Together for Health (2011), proposed that nationally and locally, clinical leadership and empowerment would be strengthened in Wales. Increased integration of services, necessitating collaborative working is the focus as is working with networks and local partners, including the public, to design services around people and organisations.
- Over the course of this module learners will be provided with service improvement principles and methodology via online and taught sessions. They will have the opportunity for supported self-study in undertaking a work-based improvement project employing their leadership knowledge and skills. Each project will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation. Further support from the Ethics Committee may be provided if required.
- The project should be related to improving services for patients, supporting the learning in practice and allowing immediate application of principles explored. Delivery of the project will enable the participants to further develop their leadership, change and improvement skills
- The outcomes of the project will be formally presented to academic and Academi Wales staff and work sponsors and colleagues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	60	20%
Placement learning (work-based)	195	65%
TOTAL	**300**	**100%**

ASSESSMENT

Coursework: Work-based project (100%) 9000 words or equivalent

Assessment Component 1

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment: Project Proposal	900 words	10%

Assessment Component 2

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Written assessment: Work-related project	5400 words	60%

Assessment Component 3

(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	18 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	BMPF7058	
Module Title	**Leading Service Improvement Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Andrews, J. and Butler, M. (2014) *Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board*. Stirling: Dementia Services Development Centre.	☐
Essential	Berwick, D. (2013*) A Promise to Learn – a Commitment to Act: Improving the Safety of Patients in England* National Advisory Group on the Safety of Patients in England London: HMSO.	☐
Essential	Department of Health (2008) *High Quality Care For All: NHS Next Stage Review Final Report* London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) *Patient-centred Leadership: Rediscovering our Purpose* London: The King's Fund.	☐
Essential	Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary* London: HMSO.	☐
Essential	Keogh, B. (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report* London: HMSO.	☐
Essential	King's Fund Report (2012) *Together we can: Leadership and engagement for improvement in the NHS* London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012*) Improving Quality Reduces Costs – Quality as the Business Strategy* Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) Healthcare *Leadership Model* London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) *Together for Health - A five year vision for the NHS in Wales.* Crown Copyright.	☐
Further	Billett, S. (2001) *Learning in the Workplace* London: Allen and Unwin.	☐
Further	Gill, J. and Johnson, P. (2002) *Research Methods for Managers*. London: Sage, 2002.	☐
Further	Gray, D. *et al.* (2004) *Learning Through the Workplace: A guide to work-based learning,* Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) *Learning Journals* London: Routledge. OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) Research *Methods for Business Students* London: Pearson.	☐
Further	Storey, J. and Holti, R. (2013) *Towards a New Model of Leadership for the NHS* Buckingham: Open University.	☐
Further	**Journals** *British Journal of Healthcare Management* *British Journal of Leadership in Public Services* *British Medical Journal*	☐

	Health Care Management Review *Healthcare Management Science* *Health Service Journal* *Human Resource Management Review* *Journal of Healthcare Leadership* *Journal of Health Organization and Management* *The Leadership and Organization Development Journal* *Industrial and Labour Relations Review* *Journal of Organizational Behaviour* *Management Today* *MIS Quarterly* *Operations Research* *Organization Science* *People Management* *PPP Journal* *Public Sector Management Journal* *Strategic Management Journal* *The International Journal of Public Administration* *The International Journal of Public Sector Management* *The Review of Economics and Statistics*	
Further	**Websites** 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/ Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/ Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/	☒

	Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	

Additional reading will be recommended in relation to the specific area to be studied. Learning resource material will also be available on SkillPort and 1000 Lives+ e learning hub.

Further reading will be recommended in relation to the specific area to be studied.

MODULE CODE: **BMPF7059**
TITLE: **Financial Management for Public Sector**
DATED: **31/10/2018**

LEVEL: **7**
CREDITS: **30**

JACS CODE: **N412**

AIM(S)

- To provide the student with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environments within the public sector.

- The course will concentrate on financial performance assessment and capital project appraisal/capital rationing as well as budgeting within the Public sector

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Research, apply and evaluate a variety of financial assessment techniques for application to a case study and assess the various issues and theoretical frameworks used in the management and control of financial resources;

- Critically evaluate the processes and mechanisms used in the financial management of public organisations, incorporating a review of the role of the external audit agencies;

- Evaluate the various sources of finance (current and proposed) for revenue and capital programmes of public sector organisations;

- Prepare financial plans and statements, taking into account internal and external financial and political constraints. and evaluate those plans to identify possible alternative courses of action for decision by the policy making body.

INDICATIVE CONTENT

- Financial statements as a means of communication; users of financial information; ratio analysis; trend analysis; interlinking of ratio results; comparison with similar sized businesses and industry sector norms; recommendations and conclusions; follow up analysis and interpretation; corporate failure prediction models; critical appraisal of techniques; application to international companies.
- Objectives of working capital management; methods of financing working capital (short and long-term financing requirements);

management and control of trade credit and trade debt; cash management, cash operating cycle, management of stocks; application of controls to international companies, evaluation of conflicting aims.

- Project appraisal including payback, APR, NPV, IRR; decision to make, buy or lease; effects of capital rationing, taxation and inflation; project appraisal; post completion audit and critical appraisal of the techniques applied; requirements of international companies and global projects.
- The statutory responsibilities and powers of auditors in the public sector, and their role in accountability, financial control and value for money.
- The private finance initiative as a mechanism for providing modern, efficient and effective public assets and services.
- The budget process for both capital and revenue with application of practical case studies which develop the student's ability to identify and evaluate critically alternative policies and plans.
- Various methods of raising finance for revenue and capital programmes of public organisations (current, proposed and those adopted worldwide)
- State aid rules and EU threshold for tendering.

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the financial management, governance and control of public organisations will be delivered during weekly keynote lectures.
Tutorials/seminars will provide practical exercises and promote debate and critical discussion. Research into the topics for discussion will be expected by the student in order to contribute to the tutorials/seminars. Case studies and scenarios will be used in order to encourage the student to develop their problem solving skills.
Discussion and research of actual practices and principles adopted by various organisations will be examined and explored in tutorials, which will form the basis of debate and critical review.
The student will be expected to consolidate topics by further private reading and research, from essential/further reading, journals and examination of organisational websites containing relevant financial management, governance and control issues.

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	10%
Independent learning	210	70%
Placement learning	60	20%
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	4500 words	50%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	4500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

READING LIST

Module Code	**BMPF7059**	
Module Title	**Financial Management for Public Sector**	
Classification	**Reading List entry**	**Electronic***
Essential	Coombs H. M and Jenkins. D. E. (2001) Public Sector Financial Management, 3rd Ed., Oxford: Thomson Learning	☐
Essential	Bandy, G (2014) Financial Management and Accounting in the Public Sector Routeledge	☐
Essential	Atrill, P. & McLaney, E. (2014), Accounting and Finance for Non-Specialists, 9th Ed.: FT Prentice Hall	☒
Essential	Atrill, P. (2014) Financial Management for Decision Makers, 7th Edition, Ft Prentice Hall	☐
Essential	Collier, Paul M. (2015), Accounting for Managers, 5th Ed., Chichester: Wiley	☐
Further	Arnold, G. (2013) Essentials of Corporate Financial Management. 2nd Edition Pearson	☒
Further	Davies, T. and Crawford, I. (2011) Business Accounting and Finance, FT Prentice Hall	☒
Further	Dyson, R, (2010), Accounting for Non-Accounting Students, 8th Edition, Pearson	☒
Further	McLaney, J. (2014) Business Finance: Theory and Practice, 10th edition FT Prentice Hall	☒
Further	Weetman, P. (2011), Financial and Management Accounting, 5th Edition FT Prentice Hall	☒
Further	Audit Commission. (2010) Code of Audit Practice for Local Government Bodies, Portsmouth: Holbrooks Printers	☐

Module Code	BMPF7059	
Module Title	**Financial Management for Public Sector**	
Classification	**Reading List entry**	**Electronic***
Further	Bergmann. A. (2008) Public Sector Financial Management, 1st Ed., Financial Times: Prentice Hall	☐
Further	Bovaird.T. and Loffler.E. (2014) Public Management and Governance, 1st Ed,. London: Routledge	☐
Further	Doherty. T.L and Horne.T. (2013) Managing Public Services, 1st Ed,. London: Routledge	☐
Further	Jones. R. and Pendlebury.M. (2010) Public Sector Accounting, 6th Ed, Financial Times: Prentice Hall	☐
Further	Prowle, M (2010) , Managing and Reforming Modern Public Services, 1st Edition, © Pearson	☐
Further	Yescombe, E R (2010) Public Private partnerships Elsevier Butterworth Heinmann	☐
Further	Yescombie, E R (2014) Principles of Project Finance Academic Press Elsevier	☐
Further	Gatti, S Project Finance in Theory and Practice Academic Press Elsevier	☐
Further	Hawawini, G. and Viallet, C. (2015) Finance for Executives: Managing for Value Creation, South-Western; 5th Edition	☒
Further	Myddleton, D. (2000) Managing Business Finance, London: Prentice Hall	☐
Further	**Journals** *(most of these are in e-journal form)* Accounting Accounting and Business Accounting and Business Research Harvard Business Review Financial Management The British Accounting Review International Financial Management and Accounting Accounting and Finance Business Finance and Accounting **Full text business journal databases:** Business Source Complete ABI/INFORM Complete	☐
Further	**Websites** Accountancy Age (online) Available from: http://www.accountancyage.com/ ACCA, Association of Chartered Certified Accountants (online) Available from: http://www.accaglobal.com CIMA, Chartered Institute of Management Accountants (online) Available from: http://www.cimaglobal.com CIFPA, Chartered Institute of Public Finance Association http://www.cipfa.org	☐