



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

MODULE DIRECTORY

- **BA (Hons) Professional Practice**
- **Graduate Diploma Professional Practice**
- **Graduate Certificate Professional Practice**
- **Foundation Degree (FdA) Professional Practice**
- **Certificate of Higher Education Professional Practice**
- **Certificate of Higher Education Professional Practice (Leadership in Hospitality)**
- **Certificate of Higher Education Professional Practice (Social Housing)**
- **University Certificate in Professional Practice**
- **University Certificate in Professional Practice (Analytics Learning)**

PROFESSIONAL PRACTICE FRAMEWORK

LEVELS 4 – 6

INSTITUTE OF MANAGEMENT AND HEALTH

2023-2024

CONTENTS PAGE

Page No

INTRODUCTION.....	1
MODULES	2

INTRODUCTION

This Module Directory includes all the modules for Level 4 to 6 within the undergraduate Professional Practice Framework portfolio in the academic year 2023-2024.

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

Modules for students enrolling from September 2023 onwards

LEVEL 4

Module Code	BMPF4000 / BMPF4000D
Title	Recognition and Accreditation of Learning (RAL)
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning – this will be submitted to the UWTSD RPEL and Accreditation Board and to enable the learner to evaluate and reflect upon their own learning experience – this will be submitted to the WAPPAR 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 analysing and reflecting on their learning experience;
- develop a vocabulary to define their own learning and relate this learning to the University's assessment criteria;
- identify and reflect on their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin their own working practices and principles.

INDICATIVE CONTENT

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences. Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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;
- 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 including tutorials	30	15%
Independent learning	70	35%
Placement learning	100	50%
TOTAL	200	100%

ASSESSMENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon the portfolio, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	3000 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4000 / BMPF4000D	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> : Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006	☐

	Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☒
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	☒
Further	Wolf, J. (1980). Experiential Learning in Professional Education: Concepts and Tools. <i>New Directions for Experimental Learning</i> , 8, p.17.	☐

Module Code	BMPF4001 / BMPF4001D
Title	Preparing for Work-based Learning (Minor)
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;
- reflect and justify learning demonstrating relevant theoretical knowledge;
- using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, 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, training needs analysis 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 researched topics.

Study Time Allocation

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements / 3000 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4001 / BMPF4001D	
Module Title	Preparing for Work-based Learning (Minor)	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

Module Code	BMPF4002 / BMPF4002D
Title	Preparing for Work-based Learning (Standard)
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To engage learners in the initial phase of work-based learning 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 student should be able to:

- demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;
- reflect and justify learning demonstrating relevant theoretical knowledge;
- using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, 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, training needs analysis 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 researched topics.

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements / 4500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4002 / BMPF4002D	
Module Title	Preparing for Work-based Learning (Standard)	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

Module Code	BMPF4007 / BMPF4007D
Title	Work-based Learning Project (Minor)
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	300 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	2100 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4007 / BMPF4007D	
Module Title	Work-based Learning Project (Minor)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF4008 / BMPF4008D
Title	Work-based Learning Project (Intermediate)
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	450 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	3150 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4008 / BMPF4008D	
Module Title	Work-based Learning Project (Intermediate)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF4009 / BMPF4009D
Title	Work-based Learning Project (Standard)
Date	13/02/2023
Level	4
Credits	40
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	600 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	4200 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	7 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4009 / BMPF4009D	
Module Title	Work-based Learning Project (Standard)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF4010 / BMPF4010D
Title	Work-based Learning Project (Major)
Date	13/02/2023
Level	4
Credits	60
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	900 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	6300 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4010 / BMPF4010D	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF4011 / BMPF4011D
Title	Independent Study Module (Minor)
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success.
- 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

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1 element	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4011 / BMPF4011D	
Module Title	Independent Study Module (Minor)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF4012 / BMPF4012D
Title	Independent Study Module (Standard)
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success.
- 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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ 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%

INDICATIVE READING LIST

Module Code	BMPF4012 / BMPF4012D	
Module Title	Independent Study Module (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice – writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF4013 / BMPF4013D
Title	Independent Study Module (Major)
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success.
- 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

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
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2250 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4013 / BMPF4013D	
Module Title	Independent Study Module (Major)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF4014 / BMPF4014D
Title	An Introduction to Mentoring in the Workplace
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to gain an awareness of the issues involved in mentoring to improve individual performance relevant to the workplace and to enable learners to design, plan and implement a mentoring process.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Learners 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.
- Learners will apply their selected mentoring model with one or more mentee, reflecting on its effectiveness, and identifying any areas for improvement.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1200 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Journal	900 words	30%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Observed Mentoring Session	20 minutes	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4014 / BMPF4014D	
Module Title	An Introduction to Mentoring in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Clutterbuck, D. (2004) <i>Everyone Needs a Mentor: Fostering talent in your organisation</i> , London: CIPD	☐
Further	Alfred, G. and Garvey, B. (2010) <i>Mentoring Pocketbook</i> , Alresford: Management Pocketbooks.	☐
Further	Connor, M.P. and Pokora, J.B. (2012) <i>Coaching and Mentoring at Work: Developing Effective Practice</i> 2nd ed. New York: OUP	☒
Further	Kay, D. and Hinds, R. (2009) <i>A Practical Guide to Mentoring: How to help others achieve their goals</i> , Oxford: How To Books.	☒
Further	Meggison, D. and Clutterbuck, D. (2005) <i>Techniques for Coaching and Mentoring</i> , Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: Practical Conversations to Improve Learning</i> , London: Kogan Page.	☒
Further	Whitworth, L. et al. (2007) <i>Co-active Coaching: New skills for coaching people to success in work and life</i> , London: Davies Black.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐

Module Code	BMPF4018 / BMPF4018D
Title	An Introduction to Workplace Project Management
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to comprehend and apply project management principles within the workplace.

LEARNING OUTCOMES

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

- explain the principles of effective project management in a workplace;
- apply and discuss appropriate tools and techniques for effective project management in a workplace context.

INDICATIVE CONTENT

- Concepts, principles, methods, and methodologies of project management will be introduced and discussed.
- An exploration of the scope of project management, examples of project management methodologies, for example traditional, Agile, and Six Sigma in use, and analysis of their appropriateness to different contexts.
- The primary tools and techniques for generic project planning and management, for example Project Initiation Documents, and their application will be examined.
- An examination of the processes for identification, analysis, and management of risk within the project management context.
- An introduction to reporting and budget control in a project environment.
- Quality management, change management, and monitoring and evaluation cycles and their importance to project management will be considered.
- Tips and Tools useful in the workplace will be demonstrated

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	90	30%
Placement learning	180	60%

TOTAL	300	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1350 words or equivalent	30%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3150 words	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4018 / BMPF4018D	
Module Title	An Introduction to Workplace Project Management	
Classification	Reading List entry	Electronic*
Essential	Project Management Institute (2017) <i>A guide to the Project Management Body of Knowledge: (PMBOK guide)</i> . (6th ed) Newtown Square, PA: Project Management Institute.	☒
Essential	Watson, M. (2002) <i>Managing smaller projects: A practical guide</i> . (2nd ed) Hook: Project Manager Today.	☐
Further	Bentley, C. (2010) <i>PRINCE2 a practical handbook</i> . (3rd ed) Amsterdam: Elsevier/Butterworth-Heinemann.	☒
Further	Chin, G., and Books24x7, Inc. (2004) <i>Agile project management how to succeed in the face of changing project requirements</i> . New York: AMACOM.	☒
Further	Keller, P. (2011) <i>Six sigma demystified</i> . (2nd ed) Maidenhead: McGraw-Hill Professional.	☒
Further	Reiss, G. (2007) <i>Project management demystified</i> . (3rd ed) London: Taylor and Francis.	☒
Further	Webster, G. (2017) <i>Managing projects at work</i> . New York: Routledge.	☐
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	BMPF4019 / BMPF4019D
Title	Introduction to Digital Marketing
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to identify and define concepts of digital marketing and to enable learners to develop digital marketing skills within a workplace.

LEARNING OUTCOMES

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

- define and discuss digital marketing and explain the role of digital marketing within a marketing context;
- plan and pilot a digital marketing activity suitable for your workplace, including ethical considerations;
- review the piloted digital marketing activity.

INDICATIVE CONTENT

- Discuss and define the various interpretations of digital marketing.
- An exploration of the role of digital marketing within the context of marketing in an organisation, considering ethical and security implications.
- An examination of the tools and techniques available within the digital marketing mix.
- An examination of examples demonstrating the application of digital marketing in a sector.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	80	40%
Placement learning	100	50%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (2000) words or equivalent)	70%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1000 words or equivalent	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4019 / BMPF4019D	
Module Title	Introduction to Digital Marketing	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. and Smith, P. (2013) <i>Emarketing excellence</i> . London: Routledge	☒
Further	Kotler, P. and Armstrong, G. (2014) <i>Principles of marketing</i> . Harlow [etc.]: Pearson.	☒
Further	Jobber, D. and Ellis- Chadwick, F. (2013) <i>Principles and practice of marketing</i> . Maidenhead: McGraw-Hill Higher Education.	☒
Further	Journals Institute of Direct Marketing. (2005) <i>Journal of Direct, Data and Digital Marketing Practice</i> .	☒
Further	Websites Chartered Institute of Marketing - http://www.cim.co.uk/ Institute of Direct and Digital Marketing - https://www.theidm.com/	☒

Module Code	BMPF4020 / BMPF4020D
Title	HR for Non-HR Professionals
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to gain an understanding of the function of HR and the various elements that make up its successful operation, and to relate them to their own organisation's needs.

LEARNING OUTCOMES

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

- explain the role and responsibilities of non-HR professionals in relation to HR management and activities;
- review their organisation's current HR policies and procedures against key employment legislation and best practice, and make appropriate recommendations for improvement/s to either recruitment, performance management or discipline and grievance practices.

INDICATIVE CONTENT

- An examination of the function of HR and the requirement for line managers to be involved in various aspects of HR activities.
- An exploration of key areas of employment legislation, Codes of Practice, policies, procedures and written documentation.
- An examination of recruitment policies and practice and recommended approaches.
- A review of different approaches and theories of performance management.
- A consideration of discipline and grievance procedures and practices, including case studies.
- An exploration of tools and techniques for having effective conversations in the workplace.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	40	20%

Placement learning	140	70%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	750 words	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2250 words	75%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4020 / BMPF4020D	
Module Title	HR for Non-HR Professionals	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2017) <i>Armstrong's Handbook of Human Resource Management Practice: A Guide to People Management</i> . (14 th ed.) London: Kogan Page.	☒
Further	Armstrong, M. (2009) <i>Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance</i> . (4 th ed.) London: Kogan Page.	☒
Further	Bratton, J. and Gold, J. (2012) <i>Human Resource Management: Theory and Practice</i> . (5 th ed) Basingstoke: Palgrave Macmillan	☒
Further	Marchington, M. and Wilkinson, A. (2016) <i>Human Resource Management at Work</i> . (6 th ed.) London: CIPD	☒
Further	Mitchell, D. (2007) <i>Performance Management</i> . Delhi: Chandi Chawk	☒
Further	Torrington, H., Hall, L. and Taylor, S. (2014) <i>Human Resource Management</i> , (9 th ed.) Harlow: Pearson Education	☒
Further	Journals <i>British Journal of Management</i> <i>Harvard Business Review</i> <i>Human Relations</i> <i>Management Today</i> <i>People Management</i>	☒
Further	Websites www.acas.org.uk www.cipd.co.uk www.peoplemanagement.co.uk	☒

Module Code	BMPF4021 / BMPF4021D
Title	An Introduction to the Leadership Role
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to develop the self-awareness and interpersonal skills in order to engage and lead people effectively.

LEARNING OUTCOMES

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

- evaluate at least three leadership theories and relate to the workplace;
- assess personal leadership styles, 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 frameworks and present work appropriately.

INDICATIVE CONTENT

- An examination of leadership theories, for example Situational, Transactional and Transformational Leadership.
- Models of personal leadership styles and relationships will be explored using a range of self-assessment tools including the Insights psychometric model.
- An exploration of theories of interpersonal skills and communication, for example Transactional Analysis, Emotional Intelligence and Mindfulness.
- Reflective writing skills and theorists.
- An examination of self-development techniques, the importance of setting SMART objectives and personal development plans.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1800 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4021 / BMPF4021D	
Module Title	An Introduction to the Leadership Role	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☒
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐

Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Northouse P. G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Websites	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

Module Code	BMPF4022 / BMPF4022D
Title	An Introduction to Leading Workplace Planning and Motivation
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners 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:

- identify methods of planning and prioritisation and select those most suitable for the learner's workplace;
- discuss the approaches to be taken in creating a positive team environment;
- evaluate motivational theories in the context of individual and team development.

INDICATIVE CONTENT

- Theories of planning and prioritising, including models such as RACI and approaches to delegation skills will be considered.
- An examination of theories and models of motivation and team dynamics, for example Belbin Team roles, Herzberg and GoMAD.
- The distinctions between intrinsic and extrinsic motivation will be discussed, and the learner's approach identified.
- An exploration of approaches to personal development, for example, mentoring or coaching.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2250 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2250 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4022 / BMPF4022D	
Module Title	An Introduction to Leading Workplace Planning and Motivation	
Classification	Reading List entry	Electronic*
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Essential	Watson, M. (2002) <i>Managing Smaller Projects: a practical guide</i> . Hook: Project Manager Today Publications	☐
Further	Adair, J. and Thomas, N. (2004) <i>The Concise Adair on Team Building and Motivation</i> . London: Thorogood Publications	☒
Further	Armstrong, M. (2014) <i>Armstrong's Handbook of HR Management Practice</i> . London: Kogan Page Ltd CHAPTER 10	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Connor, M. and Pakora, J. (2012) <i>Coaching and Mentoring at Work</i> . Maidenhead: OUP	☒
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Clutterbuck, D. (2007) <i>Coaching and Mentoring at Work</i> . London: Nicholas Brearley International	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐

Module Code	BMPF4022 / BMPF4022D	
Module Title	An Introduction to Leading Workplace Planning and Motivation	
Classification	Reading List entry	Electronic*
Further	Wellington, P. (2011) <i>Effective People Management</i> . London: Kogan Page Ltd	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Websites	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

Module Code	BMPF4023 / BMPF4023D
Title	An Introduction to Leadership and Change
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To equip learners with the knowledge and understanding to confidently engage with workplace challenges as a result of organisational change.

LEARNING OUTCOMES

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

- identify challenges for the leadership role within times of organisational change and uncertainty;
- evaluate the influence of organisational culture in the context of change initiatives;
- identify and discuss strategies for leading change within the organisation.

INDICATIVE CONTENT

- An exploration of theories of change management, including the Change Curve and Nudge Theory, internal and external drivers of change, and how results may be measured and monitored.
- Different models of organisational culture, for example Schein and Handy, will be explored and related to the learner's workplace.
- Identifying root cause analysis techniques, such as 5 Whys and the Ishikawa Diagram to investigate events, incidents or concerns.
- An introduction to employment law, approaches to leading incident investigation incidents and the essential elements of disciplinary and grievance processes.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation and Written Reflection	7 minutes 900 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4023 / BMPF4023D	
Module Title	An Introduction to Leadership and Change	
Classification	Reading List entry	Electronic*
Essential	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3 rd ed) London: Kogan Page.	☐
Essential	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3 rd ed) Harlow: Pearson Education Limited.	☒
Further	Alvesson, M. and Sveningsson, S. (2016) <i>Changing Organizational Culture: Cultural Change Work in Progress</i> . (2 nd ed) Abingdon, Oxon: Routledge.	☐
Further	Burnes, B. (2004) <i>Managing Change</i> . (4 th ed) Harlow: Pearson Education Limited.	☒
Further	Guirdham, M. (2005) <i>Communicating Across Cultures at Work</i> . (2 nd ed) Basingstoke: Palgrave Macmillan.	☐
Further	Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . (9 th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) <i>ABC of Action Learning</i> . Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) <i>Organizational Culture and Leadership</i> . (3 rd ed) San Francisco: Jossey-Bass.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Journal of Organizational Behaviour</i> <i>Leadership</i> <i>Management Today</i>	☒
Websites	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

Module Code	BMPF4024 / BMPF4024D
Title	An Introduction to Leading in Times of Crisis
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to recognise and understand the workplace challenges encountered during times of crisis.

LEARNING OUTCOMES

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

- explain the life cycle of a crisis and the importance of managing risk in an organisational setting;
- identify workplace stressors and explain how their effect might be mitigated;
- discuss the relationship between management systems, management practice and critical events management.

INDICATIVE CONTENT

- The life cycle of a crisis will be identified and explored.
- A range of sources of possible crises, both internal and external to an organisation, will be discussed.
- The importance of personal responsibility in recognising and addressing the initial stages of a critical incident will be considered.
- Theories of resilience, for example Seligman, and approaches to stress management and well-being will be explored and related to the learner's workplace.
- Steps to mitigate the impact of a crisis and how organisations can best prepare for such eventualities will be explored.
- The relationship between management systems, management practice and critical events will be examined.
- Collaborative critical events management approaches will be explored, for example Action Learning Sets and Appreciative Enquiry.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	60	20%
Placement learning	210	70%

TOTAL	300	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	10 minutes	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4024 / BMPF4024D	
Module Title	An Introduction to Leading in Times of Crisis	
Classification	Reading List entry	Electronic*
Essential	Crandall, W.R., Parnell, J.A., Spillman, J.E., et al (2013) <i>Crisis Management: Leading in the New Strategy Landscape</i> . United States: Sage Publications.	☐
Essential	Fagel, M.J. (2013) <i>Crisis Management and Emergency Planning</i> . Boca Raton FL: CRC Press Taylor and Francis Group	☐
Further	Jaques, T. (2014) <i>Issue and Crisis Management: Exploring Issues, Crises, Risk and Reputation</i> . Australia: Oxford University Press Australia.	☐
Further	Luecke, R. and School, H.B. (2004) <i>Crisis Management: Master the Skills to Prevent Disasters. (4th Ed)</i> Boston MA: Harvard Business Schools Press.	☒
Further	Mitroff, I.I. Pearson, C.M. and Harrington, L.K. (1996) <i>The Essential Guide to Managing Corporate Crisis: A Step by Step Handbook for Surviving Major Catastrophes</i> . England: Oxford University Press.	☐
Further	McConnell, A. Drennan, L.T. and Stark, A. (2015) <i>Risk and Crisis Management in the Public Sector. (2nd Ed)</i> London: Routledge. (E-book)	☒
Further	Further reading may be recommended in relation to the specific area studied.	☐
Journal	Journal of Contingencies and Crisis Management	☒
Websites	www.crisis-response.com	☒

Module Code	BMPF4025 / BMPF4025D
Title	An Introduction to Leadership in the Third Sector
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to evaluate leadership in a 'high challenge – high care' working environment.
- To enable learners to recognise how organisational culture and their own values, beliefs and behaviours affect working relationships.

LEARNING OUTCOMES

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

- evaluate a range of leadership theories and relate them to their workplace;
- reflect upon the influence of their own values, beliefs and behaviours on 'conditions creation';
- evaluate the effectiveness of an organisational activity on a range of stakeholders.

INDICATIVE CONTENT

- Recognised leadership theories and styles.
- Theories of interpersonal skills and communication.
- Reflective writing.
- The use of systems leadership in a 'high challenge - high care' working environment.
- An introduction to coaching models.
- Organisational culture, change and resilience.
- Accountability and empowerment.
- Stakeholder analysis.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2250 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4025 / BMPF4025D	
Module Title	An Introduction to Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☐
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☐
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☐
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☐
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☐
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐

Module Code	BMPF4025 / BMPF4025D	
Module Title	An Introduction to Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Northouse P. G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☐
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Journals <i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Further	Websites http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

Module Code	BMPF4026 / BMPF4026D
Title	The Fundamental Principles of Social Housing
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to develop knowledge of the fundamentals of social housing.

LEARNING OUTCOMES

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

- explain the current role of social housing within communities and the wider legislative context;
- identify and discuss factors which impact upon the work of housing associations including key legislation relating to housing providers and tenants;
- discuss the key operational and ethical challenges relating to the learner's job role, and explain the role of professional boundaries in mitigating these.

INDICATIVE CONTENT

- An 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).
- An 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 overview of 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'.
- An overview of the differences between the structure of housing policy in England, Scotland and Northern Ireland and the housing policies of Welsh Government (WG).
- An introduction to the 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 introduction to the different legislation relating to housing providers and tenants such as court processes, legal support and leaseholder legislation.
- Reflection on different job roles within the sector and their links to key legislation.
- A discussion of ethical considerations within the social housing sector including the need to work within clearly defined professional boundaries and the consideration of equalities, diversity and data protection.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4026 / BMPF4026D	
Module Title	The Fundamental Principles of Social Housing	
Classification	Reading List entry	Electronic*
Essential	Astin, D. (2015). <i>Housing Law Handbook (3rd Ed.)</i> . London: Legal Action Group.	☐
Essential	Harriot, S. and Matthews, L. (2009). <i>Introducing Affordable Housing (Practice Studies)</i> . Chartered Institute of Housing.	☐
Essential	Reeves, Paul. (2014). <i>Affordable and Social Housing: Policy and Practice</i> . London: Routledge.	☒
Further	Chaloner, J., Dreisin, A. and Pragnell, M. (2015). <i>Building New Social Rent Homes: An Economic Appraisal</i> . Capital Economics.	☐
Further	Kay, S. (2014). <i>Homes for Welsh Workers: From Robert Owen to the Garden City Movement, with a Gazetteer of Planned Communities in Wales, 1800 to 1939</i> . Abergavenny: 325 Press.	☐
Further	Lund, B. (2011). <i>Understanding Housing Policy (2nd Ed.)</i> . Bristol: The Policy Press.	☐
Further	Murrie, A. (2016). <i>The Right to Buy?: Selling off Public and Social Housing</i> . 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/	☒
Further	Journal Social Housing Law in Practice. (n.d.). LNUK.	☒

Module Code	BMPF4027 / BMPF4027D
Title	Introduction to Developing Sustainable Tenancies
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to understand issues and challenges affecting tenancies within the social housing sector.
- To enable learners to identify and utilise models and approaches to support and develop sustainable tenancies.

LEARNING OUTCOMES

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

- identify the key factors which impact the sustainability of tenancies;
- discuss the financial models of housing associations;
- discuss engagement methods and partnership approaches for working with different groups to improve tenancy outcomes.

INDICATIVE CONTENT

- An exploration of key external issues facing tenants and their families, for example welfare reform, antisocial behaviour, fuel poverty.
- The main considerations for housing associations when seeking to establish sustainable tenancies, including protected characteristics and unconscious bias.
- A consideration of the personal issues which may impact on the sustainability and suitability of current tenancies such as health and wellbeing and abuse.
- An overview of housing law, tenancy issues, and legislative context.
- An introduction to the ways in which the devolved powers of the Welsh Government impact on social housing providers' tenancies in Wales e.g. the Renting Homes (Wales) Act 2016.
- 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 will be explored.
- A variety of engagement techniques and tools to enable effective tenant participation and commitment to relevant initiatives will be examined, including awareness of the roles of the Welsh Tenants Federation (WTF) and the Tenant Participation Advisory Service (TPAS) Cymru.
- Defining and examining the key factors which can foster (or affect) personal resilience.
- An evaluation of the scope and impact of different roles within the workplace.
- An examination of the financial model to which housing associations work and the impact of rental voids on both tenants and the landlord.

- A consideration of the different ways in which people adapt their behaviour 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.
- An introduction to factors on the economic decisions of individuals and institutions, such as social and emotional.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4027 / BMPF4027D	
Module Title	Introduction to Developing Sustainable Tenancies	
Classification	Reading List entry	Electronic*
Essential	Mawson, A. (2008). <i>The Social Entrepreneur: Making Communities Work</i> . London: Atlantic Books.	☒

Essential	O'Halloran, A. and Davies, C. (2014). <i>Working Together to Create Sustainable Communities: Learning Report</i> . Chartered Institute of Housing.	☒
Essential	Rallings, M. (2014). <i>Approaches to tenancy management in the social housing sector: Exploring new models and changes in the tenant-landlord relationship</i> . Housing Associations' Charitable Trust.	☒
Further	Arden, A., Chan, R. and Madge-Wyld, S. (2012). <i>Quiet Enjoyment: Arden and Partington's Guide to Remedies for Harassment and Illegal Eviction</i> . London: Legal Action Group.	☐
Further	Arden, A., Orme, E. and Vanhegan, T. (2012). <i>Homelessness and Allocations</i> . London: Legal Action Group.	☐
Further	Department for Environment, Food and Rural Affairs. (2006). <i>Sustainable Communities: A shared agenda, a share of the action</i> . London: Defra Publications.	☒
Further	Dorling, D. (2014). <i>All that is solid: How the great housing disaster defines our times, and what we can do about it</i> . London: Penguin.	☐
Further	Pawson, H. and Mullins, D. (2010). <i>After Council Housing: Britain's New Social Landlords</i> . London: Palgrave Macmillan.	☒
Further	Richardson, J. (2010). <i>Housing and the Customer</i> . Chartered Institute of Housing.	☐
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	BMPF4028 / BMPF4028D
Title	An Introduction to Housing Law
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to understand and work to housing law in the social housing sector.

LEARNING OUTCOMES

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

- identify developments in case law in relation to proportionality and Article 8 (European Convention on Human Rights) and discuss their impact on both tenants and landlords;
- discuss 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.

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,700 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (Individual)	10 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4028 / BMPF4028D	
Module Title	An Introduction to Housing Law	
Classification	Reading List entry	Electronic*
Essential	Luba, J., Madge, N., Gallagher, J., McConnell, D., Madge-Wyld, S., 2016. <i>Defending Possession Proceedings</i> . 8 th 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. <i>Housing Allocation and Homelessness: Law and Practice</i> : 4 th edition. London: Jordan Publishing Limited.	☐

Further	HACT 2014. <i>Approaches to tenancy management in the social housing sector: Exploring new models and changes in the tenant-landlord relationship</i> . [pdf] London, HACT. Available at http://hact.org.uk/sites/default/files/uploads/Archives/2014/9/Tenancy%20Management%20report%20FINAL.pdf	☒
Further	Garner, S., 2017, <i>A Practical Approach to Landlord and Tenant</i> . 8 th 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	BMPF4035 / BMPF4035D
Title	Competency Based Portfolio (Minor)
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related to their professional role.

LEARNING OUTCOMES

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

- analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards.
- Please note that this module is not an NVQ qualification.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	7.5%
Independent learning	50	25%
Placement learning	135	67.5%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio (which includes a detailed personal development plan and a reflective commentary)	4 elements (3000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4035/D	
Module Title	Competency Based Portfolio (Minor)	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 Study Skills for Part time Students: Pearson Education	☒

Module Code	BMPF4036 / BMPF4036D
Title	Competency Based Portfolio (Standard)
Date	13/02/2023
Level	4
Credits	40
Pre-Requisites	None

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related to their professional role.

LEARNING OUTCOMES

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

- analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards.
- Please note that this module is not an NVQ qualification.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	7.5%
Independent learning	100	25%
Placement learning	270	67.5%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio which includes a detailed personal development plan and a reflective commentary.	8 elements (6000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4036 / BMPF4036D	
Module Title	Competency Based Portfolio (Standard)	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 <i>Study Skills for Part time Students</i> : Pearson Education	☒

Module Code	BMPF4037 / BMPF4037D\
Title	Competency Based Portfolio (Major)
Date	13/02/2023
Level	4
Credits	60
Pre-Requisites	None

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related to their professional role.

LEARNING OUTCOMES

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

- analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards
- Please note that this module is not an NVQ qualification.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	7.5%
Independent learning	150	25%
Placement learning	405	67.5%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio which includes a detailed personal development plan and a reflective commentary.	12 elements (9000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4037 / BMPF4037D	
Module Title	Competency Based Portfolio (Major)	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 <i>Study Skills for Part time Students</i> : Pearson Education	☒

Module Code	BMPF4038 / BMPF4038D
Title	An Introduction to Addiction and Recovery
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an understanding of some of the theories, concepts and definitions of addiction and recovery.

LEARNING OUTCOMES

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

- discuss different addictions and identify some of the underlying factors which may lead to addiction;
- identify various approaches to recovery and explain the importance of being non-judgemental and compassionate and the part these qualities play in delivering effective support.

INDICATIVE CONTENT

- Identify and provide an overview of a variety of addictions, both substance and process (behavioural) addictions.
- Exploring the various causes and conditions of addiction, for example, moral, spiritual, social, biological, neurological, lack of nurturing, peer pressure, to better understand the bio-psycho-social construct of addiction.
- Defining addiction recovery and the various approaches to recovery.
- Understanding the 'peer-based' recovery approach as one basis for establishing an effective working relationship.
- Understanding and practising essential listening skills and activities.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	30%
Independent learning	20	20%
Placement learning	50	50%
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4038 / BMPF4038D	
Module Title	An Introduction to Addiction and Recovery	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) <i>The AA Big Book</i> , 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☒
Essential	Marteau, D., (2001) <i>Addiction</i> , Bath: Mark Allen Publishing.	☐
Essential	Living Room, The, (2014) <i>Reaching Out Recovery Training Manual</i> , Cardiff: MinuteMann	☐
Essential	Perkinson, R. R., (2017) <i>Chemical Dependency Counselling – A Practical Guide</i> , 5th, California: Sage Publications.	☒
Essential	White, W. L., (2014) <i>Slaying the Dragon: The History of Addiction Treatment and Recovery in America</i> , USA: Chestnet Health Systems/Lighthouse Institute.	☐
Further	Owen, W. E. (2010) <i>No Room to Live</i> , Llandysul: Gomer Press.	☐
Further	Owen, W. E. (2004) <i>Raslas Bach a Mawr! Hunangofiant</i> Wynford Ellis Owen, Llandysul: Gwasg Gomer.	☐
Further	Journals DDN: Drink and Drugs news Websites www.livingroom-cardiff.com www.drinkanddrugsnews.com	☐

Module Code	BMPF4039 / BMPF4039D
Title	Roles and Responsibilities of the Recovery Coach
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To develop an understanding of the roles and responsibilities of the Recovery Coach.

LEARNING OUTCOMES

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

- explain how the role and responsibilities of the Recovery Coach differ from other roles such as sponsor and counsellor;
- discuss the importance of cultural competence, diversity awareness and ethical practice in effective recovery coaching;
- undertake a personal skills and behaviours assessment, identify developmental needs and produce a development plan to address these.

INDICATIVE CONTENT

- Defining the role and responsibilities of the Recovery Coach and identifying the skills and activities of effective recovery coaching.
- Understanding cultural competence and the importance of diversity awareness.
- Reflecting on relevant ethical aspects of the role of Recovery Coach.
- Exploring and practising the essential skills of listening and questioning which are necessary for effective recovery coaching.
- Assessing own developmental needs and self-awareness through the use of prescribed self-assessment tool/s and reflection.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	750 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective review	750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4039 / BMPF4039D	
Module Title	Roles and Responsibilities of the Recovery Coach	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) <i>The AA Big Book</i> , 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☐
Essential	Living Room, The, (2014) <i>Reaching Out Recovery Training Manual</i> , The Living Room, Cardiff: MinuteMann.	☐
Essential	White, W. L., (2014) <i>Slaying the Dragon: The History of Addiction Treatment and Recovery in America</i> , USA: Chestnet Health Systems/Lighthouse Institute.	☐
Essential	White, W. L., (2009) <i>Peer-Based Addiction Recovery Support History. Theory, Practice and Scientific Evaluation</i> , USA: Chestnet HealthSystems/Lighthouse Institute.	☐
Further	Marteau, D. (2001) <i>Addiction</i> , Bath: Mark Allen Publishing.	☐
Further	Thombs, D. L., (2013) <i>Introduction to Addictive Behaviours</i> , 4th ed., New York: The Guildford Press.	☒
Further	Journals ADDICTION, Society for the Study of Addiction; http://www.addictionjournal.org/ onlinelibrary.wiley.com/journal/10.1111/(ISSN)1360-0443	☒
Further	Websites www.livingoom-cardiff.com www.drinkanddrugsnews.com	☒

Module Code	BMPF4040 / BMPF4040D
Title	Planning and Delivering a Recovery Coaching session
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To support learners in the development of the skills necessary to effectively manage a recovery coaching session within an ethical framework.

LEARNING OUTCOMES

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

- prepare for a recovery coaching session, with reference to developing a new or existing care plan for a specific client;
- reflect on their recent recovery coaching practice, assess their strengths and areas for improvement and produce or update a development plan.

INDICATIVE CONTENT

- Discussions on the development of a care plan and understanding the importance of setting goals in recovery.
- Evaluating the use of case studies in identifying skills and approaches used in a recovery coaching session.
- Exploring a range of skills used as a Recovery Coach.
- Reflecting on skills and activities in coaching session.
- Developing self-awareness, and evaluating the skills and activities used in recovery coaching.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	600 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective review	900 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4040 / BMPF4040D	
Module Title	Planning and Delivering a Recovery Coaching session	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) <i>The AA Big Book</i> , 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☒
Essential	Living Room, The, (2014) <i>Reaching Out Recovery Training Manual</i> , Cardiff: MinuteMann.	☐
Essential	White, W. L., (2014) <i>Slaying the Dragon: The History of Addiction Treatment and Recovery in America</i> , USA: Chestnet Health Systems/Lighthouse Institute.	☐
Further	Flores, P.J., (2007) <i>Group Psychotherapy with Addicted Population</i> , 3 rd edition USA: The Haworth Press.	☒
Further	Perkinson, R. R., (2017) <i>Chemical Dependency Counselling – A Practical Guide</i> , 5th, California: Sage Publications.	☒
Further	Journals ADDICTION, Society for the Study of Addiction; http://www.addictionjournal.org/ onlinelibrary.wiley.com/journal/10.1111/(ISSN)1360-0443	☒
Further	Websites www.livingroom-cardiff.com www.drinkanddrugsnews.com	☒
Module Code	BMPF4041 / BMPF4041D	

Title	Applying Number in the Workplace
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To develop the skill of applying number in order to improve performance and contribution in the workplace and to enable learners to benefit fully from other modules within the programme.

LEARNING OUTCOMES

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

- understand the importance of developing their number application of number skills with regard to both work and higher-level study;
- review their personal skills identifying their own strengths and areas for development;
- develop a strategy to improve their application of number skills;
- monitor and evaluate their personal progress against the national standards for the key skill as set out by the Qualifications and Curriculum Authority.

INDICATIVE CONTENT

- Develop a strategy for using number skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy.
- Presentation of the outcomes.

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent including reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4041 / BMPF4041D	
Module Title	Applying Number in the Workplace	
Classification	Reading List entry	Electronic*
Essential	https://qualifications.pearson.com/content/dam/pdf/Essential-Skills-Wales/Application-of-Number/2009/Specification/FC025966-ESW-Application-of-Number-L1-4-Spec-Issue-2-190111.pdf	☐
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

Module Code	BMPF4042 / BMPF4042D
Title	Essential Skills Portfolio: Communication
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To develop the essential skill of communication in the workplace to benefit their engagement with other modules of their programme and to improve learners performance and contribution in the workplace.

LEARNING OUTCOMES

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

- understand the importance of developing their communication skills with regard to both work and higher-level study;
- review their personal skills identifying their own strengths and areas for development;
- develop and evaluate a strategy to improve their communication skills;
- monitor their personal progress against the national standards for the key skill as set out by Essential Skills Wales.

INDICATIVE CONTENT

- Develop a strategy for using communication skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy.
- Presentation of the outcomes.

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent included in a portfolio with reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4042 / BMPF4042D	
Module Title	Essential Skills Portfolio: Communication	
Classification	Reading List entry	Electronic*
Essential	https://qualifications.pearson.com/content/dam/pdf/Essential-Skills-Wales/Communication/2009/Specification/FC025965-ESW-L1-4-Communication-Spec-Issue-2-190111.pdf	☒
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

Module Code	BMPF4043 / BMPF4043D
Title	Improving Own Learning and Performance
Date	13/02/2023
Level	4
Credits	10
Pre-Requisites	None

AIM(S)

- To develop the essential skill of improving learning and performance in the workplace, to enable learners to benefit fully from other modules within the programme and to improve learners performance and contribution in the workplace.

LEARNING OUTCOMES

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

- understand the importance of developing the essential skills of improving their own learning and performance with regard to both work and HE study;
- review their personal skills and identify their own strengths and areas for development and develop a strategy to improve them;
- monitor their personal progress against the national standards for the Essential Skill as set out by Essential Skills Wales.

INDICATIVE CONTENT

- Develop a strategy for using communication skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy.
- Presentation of the outcomes.

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent Portfolio with reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4043 / BMPF4043D	
Module Title	Improving own learning and performance	
Classification	Reading List entry	Electronic*
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

Module Code	BMPF4060 / BMPF4060D
Title	Coaching in the Workplace
Date	13/02/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to design, plan and deliver workplace coaching programmes, and to improve their performance as a workplace coach.

LEARNING OUTCOMES

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

- analyse the relevance and value of a range of coaching models, identify and apply a model that is appropriate for their workplace and the individual/s they will be coaching;
- reflect on and assess their own coaching performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- The benefits of workplace coaching to an organisation, coachees and coaches.
- The responsibilities, characteristics and behaviours of the effective workplace coach.
- The key issues associated with coaching.
- Learner needs and styles, and coaching styles and skills.
- Coaching models, tools and techniques and structured approaches to coaching.
- Planning, organising and delivery of coaching sessions.
- Recording and monitoring progress.
- Reflection on the effectiveness of workplace coaching and areas for improvement.

Study Time Allocation

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	1,200	40%

Assessment Component 2 (Tick one)

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume		Weighting	
Reflective journal		1,800 word equivalent		60%	

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4060 / BMPF4060D	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒

Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒
---------	--	---

Module Code	BMPF4061 / BMPF4061D
Title	An Introduction to Coaching and Mentoring
Date	13/02/2023
Level	4
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to develop an awareness of different coaching and mentoring theories and models and to enable learners to plan, deliver, and review a workplace coaching or mentoring programme in order to improve their performance in the workplace

LEARNING OUTCOMES

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

- explain the difference between work-based coaching and mentoring;
- analyse the potential relevance and value to their organisation of at least three coaching or mentoring models;
- identify and apply a coaching or mentoring model that is appropriate for their workplace and the individual/s they will be coaching/mentoring;
- reflect on their own coaching or mentoring performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- Coaching and mentoring models are considered in general, and the similarities and differences between the two approaches discussed.
- The benefits of coaching and mentoring to both the organisation and the individual, and the issues that can arise from coaching and mentoring are considered.
- The skills, and attributes required by coaches and mentors are listed and compared.
- General coaching and mentoring tools and techniques and how they can be used with clients are explored.
- Theories of learner needs and styles, and learner motivation are considered and how they may inform coaching and mentoring styles.
- The evaluation of learner progress is considered and how it can inform coaches, and appropriate record keeping is identified.
- Reflective practice and coaching supervision.

- 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 assessment	1,800 words	40%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective journal	2,700 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4061 / BMPF4061D	
Module Title	An Introduction to Coaching and Mentoring	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

Cod y Modwl	BMPF4061C
Teitl	Cyflwyniad i Hyfforddi a Mentora yn y Gweithle
Dyddiad	13/02/2023
Lefel	4
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Galluogi dysgwyr i ddatblygu ymwybyddiaeth o wahanol ddamcaniaethau a modelau hyfforddi a mentora a galluogi dysgwyr i gynllunio, cyflwyno ac adolygu rhaglen hyfforddi neu fentora yn y gweithle er mwyn gwella eu perfformiad yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- esbonio'r gwahaniaeth rhwng hyfforddi a mentora yn y gweithle;
- dadansoddi perthnasedd a gwerth posibl o leiaf dri model hyfforddi neu fentora i'w sefydliad;
- nodi a chymhwyso model hyfforddi neu fentora sy'n briodol i'w gweithle a'r unigolyn / unigolion y byddant yn eu hyfforddi / mentora;
- adfyfrio ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Ystyrir modelau hyfforddi a mentora yn gyffredinol, a thrafodir y tebygrwydd a'r gwahaniaethau rhwng y ddau ddull.
- Ystyrir buddion hyfforddi a mentora i'r sefydliad a'r unigolyn, a'r materion a all ddeillio o hyfforddi a mentora.
- Rhestrir a chymharir y sgiliau, a'r priodoleddau sy'n ofynnol gan hyfforddwyr a mentoriaid.
- Archwilir offer a thechnegau hyfforddi a mentora cyffredinol a sut y gellir eu defnyddio gyda chleientiaid.
- Ystyrir damcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant dysgwyr, a sut y gallant lywio arddulliau hyfforddi a mentora.
- Ystyrir gwerthuso cynnydd dysgwyr a sut y gall y gwerthuso hwn lywio hyfforddwyr, a nodir sut i gadw cofnodion priodol.
- Ystyrir arfer adfyfyriol a goruchwylio hyfforddi

- Gwerthusir perfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	1800 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Dyddlyfr adfyfyriol	2700 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF4061C	
Teitl y Modwl	Cyflwyniad i Hyfforddi a Mentora yn y Gweithle	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Hanfodol	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Pellach	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Pellach	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐

Pellach	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Pellach	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

LEVEL 5

Module Code	BMPF5007 / BMPF5007D
Title	Work-based Learning Project (Minor)
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	400 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	2800 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5007 / BMPF5007D	
Module Title	Work-based Learning Project (Minor)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF5009 / BMPF5009D
Title	Work-based Learning Project (Standard)
Date	13/02/2023
Level	5
Credits	40
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	800 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	5600 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5009 / BMPF5009D	
Module Title	Work-based Learning Project (Standard)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF5010 / BMPF5010D
Title	Work-based Learning Project (Major)
Date	13/02/2023
Level	5
Credits	60
Pre-Requisites	None

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:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	1200 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	8400 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	14 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5010 / BMPF5010D	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF5011 / BMPF5011D
Title	Independent Study Module (Minor)
Date	13/02/2023
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success.
- 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

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5011 / BMPF5011D	
Module Title	Independent Study Module (Minor)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF5012 / BMPF5012D
Title	Independent Study Module (Standard)
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success.
- 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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5012 / BMPF5012D	
Module Title	Independent Study Module (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF5013 / BMPF5013D
Title	Independent Study Module (Major)
Date	13/02/2023
Level	5
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success.
- 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

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
Portfolio	4 elements	50%

Assessment Component 2

☐ 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%

INDICATIVE READING LIST

Module Code	BMPF5013 / BMPF5013D	
Module Title	Independent Study Module (Major)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF5000 / BMPF5000D
Title	Recognition and Accreditation of Learning (RAL)
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning – this will be submitted to the UWTSD RPEL and Accreditation Board and to enable the learner to evaluate and reflect critically upon their own learning experience – this will be submitted to the WAPPAR 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 analysing and reflecting on their learning experience;
- develop a vocabulary to define their own learning and relate this learning to the University's assessment criteria;
- analyse, reflect critically and justify their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin their own working practices and principles.

INDICATIVE CONTENT

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences.
- Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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.
 - 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%

ASSESSMENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon a portfolio of evidence, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	6 elements (4000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5000 / BMPF5000D	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning:</i>	☐

Module Code	BMPF5000 / BMPF5000D	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006 Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☒
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	X
Further	Wolf, J. (1980). Experiential Learning in Professional Education: Concepts and Tools. <i>New Directions for Experimental Learning</i> , 8, p.17..	☐

Module Code	BMPF5001 / BMPF5001D
Title	Planning for Work-Based Learning in Context
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To engage learners in the initial phase of work-based learning, enabling them to create an individual learning plan, at the appropriate level of study and 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:

- evidence knowledge and critical review of current competences and present, evaluate and interpret learning objectives articulating how they inform personal development plan;
- reflect, justify and discuss learning demonstrating relevant theoretical knowledge;
- using different communication skills effectively present 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, training needs analysis and personal development plan will be explored. The traditions of academic writing will be discussed and topics 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 researched topics.

Study Time Allocation

The study time for this module is:

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
Portfolio	6 elements (4000 words or equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5001 / BMPF5001D	
Module Title	Preparing for Work-based Learning in context	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

Module Code	BMPF5004 / BMPF5004D
Title	An Introduction to Research in the Workplace
Date	13/02/2023
Level	5
Credits	10
Pre-Requisites	None

AIM(S)

- To build knowledge of the key issues in undertaking research in work-based settings.

LEARNING OUTCOMES

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

- compare and contrast a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings;
- apply 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 learner.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5004 / BMPF5004D	
Module Title	An Introduction to Research in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880	☐

	OpenLearn (2008) <i>T175 Presenting Information</i> 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	BMPF5006 / BMPF5006D
Title	An Introduction to Work-based Research Methods
Date	13/02/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To build knowledge of the key issues in undertaking research in work-based settings and to prepare learners to work with research data.

LEARNING OUTCOMES

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

- compare and contrast 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;
- 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 learner.
- Tools and techniques used to draw relevant conclusions from research data.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5006 / BMPF5006D	
Module Title	An Introduction to Work-based Research Methods	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒

Module Code	BMPF5006 / BMPF5006D	
Module Title	An Introduction to Work-based Research Methods	
Classification	Reading List entry	Electronic*
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880 . OpenLearn (2008) <i>T175 Presenting Information</i> 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	BMPF5061 / BMPF5061D
Title	Coaching and Mentoring
Date	10/08/2020
Level	5
Credits	30
Pre-Requisites	

AIM(S)

- To enable learners to develop an understanding of different coaching and mentoring theories and models.
- To enable learners to plan, deliver, and review a workplace coaching or mentoring programme in order to improve their performance in the workplace.

LEARNING OUTCOMES

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

- differentiate between coaching and mentoring models and the theories behind them, including the issues that might arise in practice;
- assess a range of models of coaching and mentoring frameworks, and select one that is appropriate for the needs and culture of their organisation;
- plan, deliver and evaluate a coaching or mentoring programme based on the identified model;
- critically reflect on their own coaching or mentoring performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- A range of coaching and mentoring theories and models are examined and the similarities and differences between the two approaches explored.
- The multiple impacts of coaching and mentoring to both the organisation and the individual are considered, and how these can be mitigated.
- The professional skills, dispositions, knowledge and understanding required by coaches and mentors are explored.
- The tools and techniques coherent with each model are considered and practiced.
- Underpinning theories of adult learning and styles, and learner motivation are considered and how they impact upon the design of coaching interventions.
- The use of monitoring methods, review and evaluation of learner progress, and record keeping within a coaching intervention are considered.

- Reflective practice and coaching supervision and 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 assessment	2400 words or equivalent	40%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3600 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5061 / BMPF5061D	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐

Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

Cod y Modwl	BMPF5061C
Teitl	Hyfforddi a Mentora
Dyddiad	10/08/2020
Lefel	5
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi dysgwyr i ddatblygu dealltwriaeth o wahanol ddamcaniaethau a modelau hyfforddi a mentora.
- Galluogi dysgwyr i gynllunio, cyflwyno ac adolygu rhaglen hyfforddi neu fentora yn y gweithle er mwyn gwella eu perfformiad yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- gwahaniaethu rhwng modelau hyfforddi a mentora a'r damcaniaethau sy'n sail iddynt, gan gynnwys y materion a allai godi'n ymarferol;
- asesu ystod o fodolau o fframweithiau hyfforddi a mentora, a dewis un sy'n briodol ar gyfer anghenion a diwylliant eu sefydliad;
- cynllunio, cyflwyno a gwerthuso rhaglen hyfforddi neu fentora yn seiliedig ar y model a nodwyd;
- adfyfrio'n feirniadol ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Archwilir ystod o ddamcaniaethau a modelau hyfforddi a mentora ac archwilir y tebygrwydd a'r gwahaniaethau rhwng y ddau ddull.
- Ystyrir effeithiau lluosog hyfforddi a mentora i'r sefydliad a'r unigolyn, a sut y gellir lliniaru'r rhain.
- Archwilir y sgiliau proffesiynol, y tueddiadau, y wybodaeth a'r ddealltwriaeth sy'n ofynnol gan hyfforddwyr a mentoriaid.
- Ystyrir a gweithredir yr offer a'r technegau sy'n gyson â phob model.
- Ystyrir damcaniaethau sylfaenol yn ymwneud â dysgu ac arddulliau oedolion, a chymhelliant dysgwyr, a sut maent yn effeithio ar ddyluniad ymyriadau hyfforddi.
- Ystyrir defnyddio dulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, a chadw cofnodion o fewn ymyrraeth hyfforddi.
- Ystyrir arfer adfyfyriol, goruchwylio hyfforddi a gwerthuso perfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	2,400 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	3,600 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF5061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Hanfodol	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Pellach	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Pellach	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Pellach	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒

Cod y Modwl	BMPF5061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

LEVEL 6

Module Code	BMPF6007 / BMPF6007D
Title	Work-based Learning Project (Minor)
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	40	20%
Placement learning	150	75%

TOTAL	200	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	400 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	2800 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6007 / BMPF6007D	
Module Title	Work-based Learning Project (Minor)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6008 / BMPF6008D
Title	Work-based Learning Project (Intermediate)
Date	13/02/2023
Level	6
Credits	30
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	60	20%

Placement learning	225	75%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	4800 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	7 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6008 / BMPF6008D	
Module Title	Work-based Learning Project (Intermediate)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6078 / BMPF6078D
Title	Work-based Learning Project (Intermediate) 2
Date	13/02/2023
Level	6
Credits	30
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	60	20%
Placement learning – work-based	225	75%

TOTAL	300	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	4800 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	7 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6078 / BMPF6078D	
Module Title	Work-based Learning Project (Intermediate) 2	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6094 / BMPF6094D
Title	Work-based Learning Project (Standard)
Date	13/02/2023
Level	6
Credits	40
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning	300	75%

TOTAL	400	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	6400 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Project Presentation	10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6094 / BMPF6094D	
Module Title	Work-based Learning Project (Standard)	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6092 / BMPF6092D
Title	Work-based Learning Project (Standard) 2
Date	13/02/2023
Level	6
Credits	40
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning	300	75%

TOTAL	400	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	6400 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Project Presentation	10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6092 / BMPF6092D	
Module Title	Work-based Learning Project (Standard) 2	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6093 / BMPF6093D
Title	Work-based Learning Project (Standard) 3
Date	13/02/2023
Level	6
Credits	40
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning	300	75%

TOTAL	400	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	6400 words	80%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Project Presentation	10 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6093 / BMPF6093D	
Module Title	Work-based Learning Project (Standard) 3	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6010 / BMPF6010D
Title	Work-based Learning Project (Major)
Date	13/02/2023
Level	6
Credits	60
Pre-Requisites	None

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:

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

INDICATIVE CONTENT

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

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	120	20%
Placement learning	450	75%

TOTAL	600	100%
--------------	------------	-------------

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	1200 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	8400 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	14 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6010 / BMPF6010D	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

Module Code	BMPF6011 / BMPF6011D
Title	Independent Study Module (Minor)
Date	13/02/2023
Level	6
Credits	10
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements (1000 words equivalent)	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6011 / BMPF6011D	
Module Title	Independent Study Module (Minor)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6012 / BMPF6012D
Title	Independent Study Module (Standard)
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6012 / BMPF6012D	
Module Title	Independent Study Module (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6013 / BMPF6013D
Title	Independent Study Module (Major)
Date	13/02/2023
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	50%

Assessment Component 2

☐ 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%

INDICATIVE READING LIST

Module Code	BMPF6013 / BMPF6013D	
Module Title	Independent Study Module (Major)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6074 / BMPF6074D
Title	Independent Study Module (Major) 2
Date	13/02/2023
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6074 / BMPF6074D	
Module Title	Independent Study Module (Major) 2	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students –learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6075 / BMPF6075D
Title	Independent Study Module (Major) 3
Date	13/02/2023
Level	6
Credits	30
Pre-Requisites	None

AIM(S)

- To enable learners to independently study the current knowledge in a topic 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:

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

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
Portfolio	4 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6075 / BMPF6075D	
Module Title	Independent Study Module (Major) 3	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6000 / BMPF6000D
Title	Recognition and Accreditation of Learning (RAL)
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences.
- Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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.
 - 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%

ASSESSMENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon a portfolio of evidence, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	6 elements (4000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6000 / BMPF6000D	
Module Title	Recognition and Accreditation of Learning (RAL)	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> : Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006	☐

Module Code	BMPF6000 / BMPF6000D	
Module Title	Recognition and Accreditation of Learning (RAL)	
Classification	Reading List entry	Electronic*
	Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☐
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	
Further	Wolf, J. (1980). Experiential Learning in Professional Education: Concepts and Tools. <i>New Directions for Experimental Learning</i> , 8, p.17..	☐

Module Code	BMPF6001 / BMPF6001D
Title	Planning for Work-based Learning
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- evidence a systematic understanding and critical review of current competences and present and interpret learning objectives articulating how they inform own personal development plan;
- critically reflect, justify and explain learning demonstrating relevant theoretical knowledge;
- using different communication skills systematically present information and analysis in a variety of forms, adhering to academic conventions;

INDICATIVE CONTENT

Sessions will include an introduction to:

- 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, training needs analysis and personal development plan will be explored. The traditions of academic writing will be discussed and topics 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 researched topics.

Study Time Allocation

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
Portfolio	6 elements (4000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6001 / BMPF6001D	
Module Title	Planning for Work-based Learning	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Dawson, C. (2014) <i>The mature student's study guide</i> . New York: Constable & Robinson	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐
Further	McMillan, K., Weyers, J. (2012) <i>The Study Skills Book</i> . (3 rd ed.) London: Pearson.	☒

Module Code	BMPF6004 / BMPF6004D
Title	Research in the Workplace
Date	13/02/2023
Level	6
Credits	10
Pre-Requisites	None

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:

- evaluate a range of methodological approaches, research designs, and research methods appropriate to gather data from complex work-based settings;
- apply 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 learner.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6004 / BMPF6004D	
Module Title	Research in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880	☐

	OpenLearn (2008) <i>T175 Presenting Information</i> 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	BMPF6006 / BMPF6006D
Title	Work-based Research Methods
Date	13/02/2023
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- 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;
- 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 learner.
- Tools and techniques used to analyse research data.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6006 / BMPF6006D	
Module Title	Work-based Research Methods	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐

Module Code	BMPF6006 / BMPF6006D	
Module Title	Work-based Research Methods	
Classification	Reading List entry	Electronic*
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880 . OpenLearn (2008) <i>T175 Presenting Information</i> 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	BMPF6061 / BMPF6061D
Title	Coaching and Mentoring
Date	10/08/2020
Level	6
Credits	30
Pre-Requisites	

AIM(S)

- To enable learners 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 learners to plan and deliver, and critically evaluate a workplace coaching or mentoring programme in order to improve individual performance in the workplace.

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 at least three 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, 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.
- A consideration of the benefits of coaching and mentoring to both the organisation and the individual. Learners 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 learner needs and styles, and learner motivation. An examination of methods of monitoring, review and evaluation of learner 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, including coaching supervision and peer mentoring, 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	2,800 words	40%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4,200 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6061 / BMPF6061D	
Module Title	Coaching and Mentoring	
Classification	Reading List entry	Electronic *
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., <i>The Complete Handbook of Coaching</i> (2014) (2nd ed) Sage California USA	☒

Essential	Connor, M.P. and Pokora, J.B. (2012) <i>Coaching and Mentoring at Work: Developing Effective Practice</i> . (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) <i>Everyone Needs a Mentor: Fostering talent in your organisation</i> . London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) <i>Mentoring Pocketbook</i> . Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: Practical Conversations to Improve Learning</i> . London: Kogan Page.	☐
Further	Megginson, D. and Clutterbuck, D. (2009) <i>Further Techniques for Coaching and Mentoring</i> . Oxford: Elsevier Butterworth-Heinemann.	☐
Further	Journals: Coaching at Work	☐
Further	Websites www.coaching-at-work.com	☐

Cod y Modwl	BMPF6061C
Teitl	Hyfforddi a Mentora
Dyddiad	10/08/2020
Lefel	6
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi dysgwyr i ddadansoddi'n feirniadol wahanol ddamcaniaethau hyfforddi a mentora a datblygu dealltwriaeth ddyfnach o'r materion sy'n gysylltiedig â phrosesau ac arferion hyfforddi a mentora yn y gweithle.
- Galluogi dysgwyr i gynllunio, cyflwyno a gwerthuso'n feirniadol raglen hyfforddi neu fentora yn y gweithle er mwyn gwella perfformiad unigol yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- archwilio'n feirniadol ystod o ddamcaniaethau sylfaenol a safbwyntiau gwahanol yn ymwneud â mentora a hyfforddi, ac archwilio'r materion a all godi o'r rhain;
- gwerthuso'n feirniadol berthnasedd a gwerth o leiaf dri model hyfforddi neu fentora, a nodi model sy'n briodol ar gyfer anghenion a diwylliant eu sefydliad;
- cynllunio, gweithredu a gwerthuso rhaglen hyfforddi neu fentora sy'n briodol i'r sefydliad;
- adfyfrio'n feirniadol ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Archwiliad o'r tebygrwydd a'r gwahaniaethau o ran diffinio mentora a hyfforddi trwy dynnu ar wahanol ddamcaniaethau a safbwyntiau.
- Ystyriaeth o fanteision hyfforddi a mentora i'r sefydliad a'r unigolyn. Bydd dysgwyr yn adolygu'r gwahanol fodolau a dulliau sydd ar gael a rolau a chyfrifoldebau hyfforddwyr a mentoriaid. Byddant yn dewis model hyfforddi neu fentora sy'n addas i'w gweithle a'i anghenion diwylliannol.
- Archwiliad o'r sgiliau proffesiynol, tueddiadau, gwybodaeth a dealltwriaeth sy'n angenrheidiol i lwyddo mewn mentora a hyfforddi. Bydd hyn yn cynnwys ystod o offer a thechnegau megis gwrando gweithredol, crynhoi, dadansoddi a thrafodaethau ynghylch deallusrwydd emosiynol, dadansoddi rhyngweithredol, gwrthdaro gwerthoedd, diwylliant a moeseg.
- Archwiliad o ddamcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant y dysgwr. Archwiliad o ddulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, gan gynnwys yr angen i gadw cofnodion o

weithgareddau hyfforddi neu fentora, a sut y gellir defnyddio'r rhain i gynorthwyo adfyfrio ar effeithiolrwydd hyfforddwyr yn y gweithle ac i nodi meysydd posibl i'w gwella.

- Archwiliad o arfer adfyfiriol, gan gynnwys goruchwyllo hyfforddi a mentora cymheiriaid, a gwerthusiad beirniadol o berfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	2,800 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	4,200 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF6061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cox, E., Bachkirova, T., Clutterbuck, D.A., <i>The Complete Handbook of Coaching</i> (2014) (2nd ed) Sage California USA	☒
Hanfodol	Connor, M.P. and Pokora, J.B. (2012) <i>Coaching and Mentoring at Work: Developing Effective Practice</i> . (2nd ed) New York: OUP	☒

Cod y Modwl	BMPF6061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Clutterbuck, D. (2004) <i>Everyone Needs a Mentor: Fostering talent in your organisation</i> . London: CIPD.	☒
Pellach	Alfred, G. and Garvey, B. (2010) <i>Mentoring Pocketbook</i> . Alresford: Management Pocketbooks.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: Practical Conversations to Improve Learning</i> . London: Kogan Page.	☐
Pellach	Meggison, D. and Clutterbuck, D. (2009) <i>Further Techniques for Coaching and Mentoring</i> . Oxford: Elsevier Butterworth-Heinemann.	☐
Pellach	Cyfnodolion: Coaching at Work	☒
	Gwefannau www.coaching-at-work.com	☒

Modules for students enrolled prior to September 2023 (Teach-out)

LEVEL 4

MODULE CODE:	BMPF4000
TITLE:	Recognition and Accreditation of Learning (RAL)
DATED:	26/04/2018
LEVEL:	4
CREDITS:	20
JACS CODE:	N200

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning – this will be submitted to the UWTSD RPEL Board
- To enable the learner to evaluate and reflect upon their own learning experience – this will be submitted to the WAPPAR Exam Board

LEARNING OUTCOMES

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

- reflect on a portfolio of evidence that supports a claim for academic credit accurately analysing and reflecting on their learning experience;
- develop a vocabulary to define their own learning and relate this learning to the University's assessment criteria;
- identify and reflect on their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin their own working practices and principles.

INDICATIVE CONTENT

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences. Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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.
- source the evidence required to demonstrate achievement of the learning outcomes;
- identify the academic level and likely credit value of the learning experience.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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 critical evaluation.

Activity type	Hours	Percentage
Scheduled learning including tutorials	30	15%
Independent learning	70	35%
Placement learning – work-based	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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon the portfolio, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	3000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4000	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐

Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> : Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006 Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	☐
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☒
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	☒
Further	Wolf, J. (1980). Experiential Learning in Professional Education: Concepts and Tools. <i>New Directions for Experimental Learning</i> , 8, p.17.	☐

MODULE CODE: BMPF4001
TITLE: Preparing for Work-based Learning (Minor)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N215

AIM(S)

- To engage learners in the initial phase of work-based learning 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 student should be able to:

- demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;
- reflect and justify learning demonstrating relevant theoretical knowledge;
- using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, 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, training needs analysis 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 researched 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 an awareness of the relevant underlying concepts and principles associated with their area of work. The learner would be expected to show an ability to evaluate and interpret these concepts and principles within the context of their area of work.

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (3 elements)	3000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4001	
Module Title	Preparing for Work-based Learning	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

MODULE CODE: BMPF4002
TITLE: Preparing for Work-based Learning (Standard)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N215

AIM(S)

- To engage learners in the initial phase of work-based learning 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 student should be able to:

- demonstrate knowledge and review of current competences and present, evaluate and interpret learning objectives to inform personal development plan;
- reflect and justify learning demonstrating relevant theoretical knowledge;
- using different communication skills, present the results of own study accurately and reliably with structured and cohesive arguments, 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, training needs analysis 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 researched 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	30	10%
Independent learning	60	20%
Placement learning –work-based	210	70%
TOTAL	300	100%

ASSESSMENT

At this level, the learner would be expected to demonstrate the learning outcomes specified above and to evidence an awareness of the relevant underlying concepts and principles associated with their area of work. The learner would be expected to show an ability to evaluate and interpret these concepts and principles within the context of their area of work.

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (4 elements)	4500 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4002	
Module Title	Preparing for Work-based Learning	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

MODULE CODE: BMPF4007
TITLE: Work-based Learning Project (Minor)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	40	20%
Placement learning – work-based	150	75%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam X Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	300 words	10%

Assessment Component 2

☐ Written exam X Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	2100 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework X Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

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

READING LIST

Module Code	BMPF4007	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE: BMPF4008
TITLE: Work-based Learning Project (intermediate)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	15	5%
Independent learning	60	20%
Placement learning – work-based	225	75%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam X Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	450 words	10%

Assessment Component 2

☐ Written exam X Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	3150 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework X Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	20%

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

READING LIST

Module Code	BMPF4008	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE: BMPF4009
TITLE: Work-based Learning Project (Standard)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 40

JACS CODE: N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning – work-based	300	75%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	600 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	4200 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	9 minutes	20%

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

READING LIST

Module Code	BMPF4009	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE: BMPF4010
TITLE: Work-based Learning Project (Major)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 60

JACS CODE: N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	120	20%
Placement learning – work-based	450	75%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	900 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	6300 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	14 minutes	20%

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

READING LIST

Module Code	BMPF4010	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE: BMPF4011
TITLE: Independent Study Module (Minor)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success
- 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

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	10	10
Independent learning	70	70
Placement learning work-based	20	20
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1 elements	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4011	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university 4th ed.</i> London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE: BMPF4012
TITLE: Independent Study Module (Standard)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success
- 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

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	20	10
Independent learning	140	70
Placement learning work-based	40	20
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ 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	BMPF4012	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE: BMPF4013
TITLE: Independent Study Module (Major)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

- prepare and implement a personal study programme to develop their professional practice, and reflect on their learning experience;
- demonstrate knowledge and understanding of a particular subject related to their professional practice, and assess the actual and/or potential impact of applying what they have learned.

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 measures of success
- 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

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 work-based	60	20
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2250 words	50%

Assessment Summary

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

READING LIST

Module Code	BMPF4013	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE: **BMPF4014**
TITLE: **An Introduction to Mentoring in the Workplace**
DATED: **26/04/2018**

LEVEL: **4**
CREDITS: **20**

JACS CODE: **N612**

AIM(S)

- To enable learners to gain an awareness of the issues involved in mentoring to improve individual performance relevant to the workplace.
- To enable learners to design, plan and implement a mentoring process.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Learners 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.
- Learners 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

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1200 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Journal	900 words	30%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Observed Mentoring Session	20 minutes	30%

Assessment Summary

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

READING LIST

Module Code	BMPF4014	
Module Title	An Introduction to Mentoring in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Clutterbuck, D. (2004) <i>Everyone Needs a Mentor: Fostering talent in your organisation</i> , London: CIPD	☐
Further	Alfred, G. and Garvey, B. (2010) <i>Mentoring Pocketbook</i> , Alresford: Management Pocketbooks.	☐
Further	Connor, M.P. and Pokora, J.B. (2012) <i>Coaching and Mentoring at Work: Developing Effective Practice</i> 2nd ed. New York: OUP	☒
Further	Kay, D. and Hinds, R. (2009) <i>A Practical Guide to Mentoring: How to help others achieve their goals</i> , Oxford: How To Books.	☒
Further	Megginson, D. and Clutterbuck, D. (2005) <i>Techniques for Coaching and Mentoring</i> , Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: Practical Conversations to Improve Learning</i> , London: Kogan Page.	☒
Further	Whitworth, L. et al. (2007) <i>Co-active Coaching: New skills for coaching people to success in work and life</i> , London: Davies Black.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐

Module Code	BMPF4060
-------------	-----------------

Title	Coaching in the Workplace
Date	10/08/2020
Level	4
Credits	20
Pre-Requisites	

AIM(S)

- To enable learners to design, plan and deliver workplace coaching programmes, and to improve their performance as a workplace coach.

LEARNING OUTCOMES

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

- analyse the relevance and value of a range of coaching models, identify and apply a model that is appropriate for their workplace and the individual/s they will be coaching;
- reflect on and assess their own coaching performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- The benefits of workplace coaching to an organisation, coachees and coaches.
- The responsibilities, characteristics and behaviours of the effective workplace coach
- The key issues associated with coaching
- Learner needs and styles, and coaching styles and skills
- Coaching models, tools and techniques and structured approaches to coaching.
- Planning, organising and delivery of coaching sessions
- Recording and monitoring progress
- Reflection on the effectiveness of workplace coaching and areas for improvement.

Study Time Allocation

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	1,600	40%

Assessment Component 2 (*Tick one*)

☐	Written exam	☒	Coursework	☐	Practical
--------------------------	--------------	-------------------------------------	------------	--------------------------	-----------

Mode of assessment	Volume	Weighting
Reflective journal	2,400 word equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4060	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

Module Code	BMPF4061
Title	An Introduction to Coaching and Mentoring
Date	10/08/2020
Level	4
Credits	30
Pre-Requisites	

AIM(S)

- To enable learners to develop an awareness of different coaching and mentoring theories and models.
- To enable learners to plan, deliver, and review a workplace coaching or mentoring programme in order to improve their performance in the workplace

LEARNING OUTCOMES

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

- explain the difference between work-based coaching and mentoring;
- analyse the potential relevance and value to their organisation of at least three coaching or mentoring models;
- identify and apply a coaching or mentoring model that is appropriate for their workplace and the individual/s they will be coaching/mentoring;
- reflect on their own coaching or mentoring performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- Coaching and mentoring models are considered in general, and the similarities and differences between the two approaches discussed.
- The benefits of coaching and mentoring to both the organisation and the individual, and the issues that can arise from coaching and mentoring are considered.
- The skills, and attributes required by coaches and mentors are listed and compared.
- General coaching and mentoring tools and techniques and how they can be used with clients are explored.
- Theories of learner needs and styles, and learner motivation are considered and how they may inform coaching and mentoring styles.
- The evaluation of learner progress is considered and how it can inform coaches, and appropriate record keeping is identified.
- Reflective practice and coaching supervision
- 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 assessment	2,000 words	40%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective journal	3,000 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF4061	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

Cod y Modwl	BMPF4061C
Teitl	Cyflwyniad i Hyfforddi a Mentora yn y Gweithle
Dyddiad	10/08/2020
Lefel	4
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi dysgwyr i ddatblygu ymwybyddiaeth o wahanol ddamcaniaethau a modelau hyfforddi a mentora.
- Galluogi dysgwyr i gynllunio, cyflwyno ac adolygu rhaglen hyfforddi neu fentora yn y gweithle er mwyn gwella eu perfformiad yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- esbonio'r gwahaniaeth rhwng hyfforddi a mentora yn y gweithle;
- dadansoddi perthnasedd a gwerth posibl o leiaf dri model hyfforddi neu fentora i'w sefydliad;
- nodi a chymhwyso model hyfforddi neu fentora sy'n briodol i'w gweithle a'r unigolyn / unigolion y byddant yn eu hyfforddi / mentora;
- adfyfrio ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Ystyrir modelau hyfforddi a mentora yn gyffredinol, a thrafodir y tebygrwydd a'r gwahaniaethau rhwng y ddau ddull.
- Ystyrir buddion hyfforddi a mentora i'r sefydliad a'r unigolyn, a'r materion a all ddeillio o hyfforddi a mentora.
- Rhestrir a chymharir y sgiliau, a'r priodoleddau sy'n ofynnol gan hyfforddwyr a mentoriaid.
- Archwilir offer a thechnegau hyfforddi a mentora cyffredinol a sut y gellir eu defnyddio gyda chleientiaid.
- Ystyrir damcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant dysgwyr, a sut y gallant lywio arddulliau hyfforddi a mentora.
- Ystyrir gwerthuso cynnydd dysgwyr a sut y gall y gwerthuso hwn lywio hyfforddwyr, a nodir sut i gadw cofnodion priodol.
- Ystyrir arfer adfyfyriol a goruchwyllo hyfforddi
- Gwerthusir perfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	2,000 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Dyddlyfr adfyfyriol	3,000 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF4061C	
Teitl y Modwl	Cyflwyniad i Hyfforddi a Mentora yn y Gweithle	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Hanfodol	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Pellach	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Pellach	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Pellach	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Pellach	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

MODULE CODE: BMPF4018
TITLE: An Introduction to Workplace Project Management
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N213

AIM(S)

- To enable learners to comprehend and apply project management principles within the workplace.

LEARNING OUTCOMES

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

- explain the principles of effective project management in a workplace;
- apply and discuss appropriate tools and techniques for effective project management in a workplace context.

INDICATIVE CONTENT

- Concepts, principles, methods, and methodologies of project management will be introduced and discussed.
- An exploration of the scope of project management, examples of project management methodologies, for example traditional, Agile, and Six Sigma in use, and analysis of their appropriateness to different contexts.
- The primary tools and techniques for generic project planning and management, for example Project Initiation Documents, and their application will be examined.
- An examination of the processes for identification, analysis, and management of risk within the project management context.
- An introduction to reporting and budget control in a project environment.
- Quality management, change management, and monitoring and evaluation cycles and their importance to project management will be considered.
- Tips and Tools useful in the workplace will be demonstrated

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	10
Independent learning	90	30
Placement learning (work-based)	180	60
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1350 words or equivalent	30%

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3150 words	70%

Assessment Summary

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

READING LIST

Module Code	BMPF4018	
Module Title	An Introduction to Workplace Project Management	
Classification	Reading List entry	Electronic*
Essential	Project Management Institute (2017) <i>A guide to the Project Management Body of Knowledge: (PMBOK guide)</i> . (6th ed) Newtown Square, PA: Project Management Institute.	☒
Essential	Watson, M. (2002) <i>Managing smaller projects: A practical guide</i> . (2nd ed) Hook: Project Manager Today.	☐
Further	Bentley, C. (2010) <i>PRINCE2 a practical handbook</i> . (3rd ed) Amsterdam: Elsevier/Butterworth-Heinemann.	☒
Further	Chin, G., and Books24x7, Inc. (2004) <i>Agile project management how to succeed in the face of changing project requirements</i> . New York: AMACOM.	☒
Further	Keller, P. (2011) <i>Six sigma demystified</i> . (2nd ed) Maidenhead: McGraw-Hill Professional.	☒
Further	Reiss, G. (2007) <i>Project management demystified</i> . (3rd ed) London: Taylor and Francis.	☒
Further	Webster, G. (2017) <i>Managing projects at work</i> . New York: Routledge.	☐
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: BMPF4019
TITLE: Introduction to Digital Marketing
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N500

AIM(S)

- To enable learners to identify and define concepts of digital marketing.
- To enable learners to develop digital marketing skills within a workplace.

LEARNING OUTCOMES

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

- define and discuss digital marketing and explain the role of digital marketing within a marketing context;
- plan and pilot a digital marketing activity suitable for your workplace, including ethical considerations;
- review the piloted digital marketing activity.

INDICATIVE CONTENT

- Discuss and define the various interpretations of digital marketing;
- An exploration of the role of digital marketing within the context of marketing in an organisation, considering ethical and security implications;
- An examination of the tools and techniques available within the digital marketing mix;
- An examination of examples demonstrating the application of digital marketing in a sector.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	20	10%
Independent learning	60	30%
Placement learning – Work-based	100	50%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (2000) words or equivalent)	70%

Assessment Component 2

☒ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1000 words or equivalent	30%

Assessment Summary

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

READING LIST

Module Code	BMPF4019	
Module Title	Introduction to Digital Marketing	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. and Smith, P. (2013) <i>Emarketing excellence</i> . London: Routledge	☒
Further	Kotler, P. and Armstrong, G. (2014) <i>Principles of marketing</i> . Harlow [etc.]: Pearson.	☒
Further	Jobber, D. and Ellis- Chadwick, F. (2013) <i>Principles and practice of marketing</i> . Maidenhead: McGraw-Hill Higher Education.	☒
Further	Journals Institute of Direct Marketing. (2005) <i>Journal of Direct, Data and Digital Marketing Practice</i> .	☒
Further	Websites Chartered Institute of Marketing - http://www.cim.co.uk/ Institute of Direct and Digital Marketing - https://www.theidm.com/	☒

MODULE CODE: BMPF4020
TITLE: HR for Non-HR Professionals
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N600

AIM(S)

- To enable learners to gain an understanding of the function of HR and the various elements that make up its successful operation, and to relate them to their own organisation's needs.

LEARNING OUTCOMES

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

- explain the role and responsibilities of non-HR professionals in relation to HR management and activities;
- review their organisation's current HR policies and procedures against key employment legislation and best practice, and make appropriate recommendations for improvement/s to either recruitment, performance management or discipline and grievance practices.

INDICATIVE CONTENT

- An examination of the function of HR and the requirement for line managers to be involved in various aspects of HR activities.
- An exploration of key areas of employment legislation, Codes of Practice, policies, procedures and written documentation.
- An examination of recruitment policies and practice and recommended approaches.
- A review of different approaches and theories of performance management.
- A consideration of discipline and grievance procedures and practices, including case studies.
- An exploration of tools and techniques for having effective conversations in the workplace.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1000 words	25%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000 words	75%

Assessment Summary

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

READING LIST

Module Code	BMPF4020	
Module Title	HR for Non-HR Professionals	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M. (2017) <i>Armstrong's Handbook of Human Resource Management Practice: A Guide to People Management</i> . (14 th ed.) London: Kogan Page.	☒
Further	Armstrong, M. (2009) <i>Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance</i> . (4 th ed.) London: Kogan Page.	☒
Further	Bratton, J. and Gold, J. (2012) <i>Human Resource Management: Theory and Practice</i> . (5 th ed) Basingstoke: Palgrave Macmillan	☒
Further	Marchington, M. and Wilkinson, A. (2016) <i>Human Resource Management at Work</i> . (6 th ed.) London: CIPD	☒
Further	Mitchell, D. (2007) <i>Performance Management</i> . Delhi: Chandi Chawk	☒
Further	Torrington, H., Hall, L. and Taylor, S. (2014) <i>Human Resource Management</i> , (9 th ed.) Harlow: Pearson Education	☒
Further	Journals <i>British Journal of Management</i> <i>Harvard Business Review</i> <i>Human Relations</i> <i>Management Today</i> <i>People Management</i>	☒
Further	Websites www.acas.org.uk www.cipd.co.uk www.peoplemanagement.co.uk	☒

MODULE CODE: **BMPF4021**
TITLE: **An Introduction to the Leadership Role**
DATED: **26/04/2018**

LEVEL: **4**
CREDITS: **30**

JACS CODE: **N200**

AIM(S)

- To enable learners to develop the self-awareness and interpersonal skills in order to engage and lead people effectively.

LEARNING OUTCOMES

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

- evaluate at least three leadership theories and relate to the workplace;
- assess personal leadership styles, 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 frameworks and present work appropriately.

INDICATIVE CONTENT

- An examination of leadership theories, for example Situational, Transactional and Transformational Leadership.
- Models of personal leadership styles and relationships will be explored using a range of self-assessment tools including the Insights psychometric model.
- An exploration of theories of interpersonal skills and communication, for example Transactional Analysis, Emotional Intelligence and Mindfulness.
- Reflective writing skills and theorists.
- An examination of self-development techniques, the importance of setting SMART objectives and personal development plans.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1800 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Summary

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

READING LIST

Module Code	BMPF4021	
Module Title	An Introduction to the Leadership Role	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☒
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐

Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Northouse P. G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Websites	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

MODULE CODE: BMPF4022
TITLE: An Introduction to Leading Workplace Planning and Motivation
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable learners 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 learner should be able to demonstrate the ability to:

- identify methods of planning and prioritisation and select those most suitable for the learner's workplace;
- discuss the approaches to be taken in creating a positive team environment;
- evaluate motivational theories in the context of individual and team development.

INDICATIVE CONTENT

- Theories of planning and prioritising, including models such as RACI and approaches to delegation skills will be considered.
- An examination of theories and models of motivation and team dynamics, for example Belbin Team roles, Herzberg and GoMAD.
- The distinctions between intrinsic and extrinsic motivation will be discussed, and the learner's approach identified.
- An exploration of approaches to personal development, for example, mentoring or coaching.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2750 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2750 words	50%

Assessment Summary

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

READING LIST

Module Code	BMPF4022	
Module Title	An Introduction to Leading Workplace Planning and Motivation	
Classification	Reading List entry	Electronic*
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Essential	Watson, M. (2002) <i>Managing Smaller Projects: a practical guide</i> . Hook: Project Manager Today Publications	☐
Further	Adair, J. and Thomas, N. (2004) <i>The Concise Adair on Team Building and Motivation</i> . London: Thorogood Publications	☒
Further	Armstrong, M. (2014) <i>Armstrong's Handbook of HR Management Practice</i> . London: Kogan Page Ltd CHAPTER 10	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Connor, M. and Pakora, J. (2012) <i>Coaching and Mentoring at Work</i> . Maidenhead: OUP	☒
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Clutterbuck, D. (2007) <i>Coaching and Mentoring at Work</i> . London: Nicholas Brearley International	☐

Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Wellington, P. (2011) <i>Effective People Management</i> . London: Kogan Page Ltd	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Websites	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

MODULE CODE: BMPF4023
TITLE: An Introduction to Leadership and Change
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N200

AIM(S)

- To equip learners with the knowledge and understanding to confidently engage with workplace challenges as a result of organisational change.

LEARNING OUTCOMES

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

- identify challenges for the leadership role within times of organisational change and uncertainty;
- evaluate the influence of organisational culture in the context of change initiatives;
- identify and discuss strategies for leading change within the organisation.

INDICATIVE CONTENT

- An exploration of theories of change management, including the Change Curve and Nudge Theory, internal and external drivers of change, and how results may be measured and monitored.
- Different models of organisational culture, for example Schein and Handy, will be explored and related to the learner's workplace.
- Identifying root cause analysis techniques, such as 5 Whys and the Ishikawa Diagram to investigate events, incidents or concerns.
- An introduction to employment law, approaches to leading incident investigation incidents and the essential elements of disciplinary and grievance processes.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation and Written Reflection	7 minutes 900 words	40%

Assessment Summary

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

READING LIST

Module Code	BMPF4023	
Module Title	An Introduction to Leadership and Change	
Classification	Reading List entry	Electronic*
Essential	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3rd ed) London: Kogan Page.	☒
Essential	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3rd ed) Harlow: Pearson Education Limited.	☒
Further	Alvesson, M. and Sveningsson, S. (2016) <i>Changing Organizational Culture: Cultural Change Work in Progress</i> . (2nd ed) Abingdon, Oxon: Routledge.	☐
Further	Burnes, B. (2004) <i>Managing Change</i> . (4th ed) Harlow: Pearson Education Limited.	☒
Further	Guirdham, M. (2005) <i>Communicating Across Cultures at Work</i> . (2nd ed) Basingstoke: Palgrave Macmillan.	☐
Further	Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . (9th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) <i>ABC of Action Learning</i> . Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) <i>Organizational Culture and Leadership</i> . (3rd ed) San Francisco: Jossey-Bass.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Journals	<i>Journal of Organizational Behaviour</i> <i>Leadership</i> <i>Management Today</i>	☒
Websites	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

MODULE CODE: BMPF4024
TITLE: An Introduction to Leading in Times of Crisis
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable learners to recognise and understand the workplace challenges encountered during times of crisis.

LEARNING OUTCOMES

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

- explain the life cycle of a crisis and the importance of managing risk in an organisational setting;
- identify workplace stressors and explain how their effect might be mitigated;
- discuss the relationship between management systems, management practice and critical events management.

INDICATIVE CONTENT

- The life cycle of a crisis will be identified and explored.
- A range of sources of possible crises, both internal and external to an organisation, will be discussed.
- The importance of personal responsibility in recognising and addressing the initial stages of a critical incident will be considered.
- Theories of resilience, for example Seligman, and approaches to stress management and well-being will be explored and related to the learner's workplace.
- Steps to mitigate the impact of a crisis and how organisations can best prepare for such eventualities will be explored.
- The relationship between management systems, management practice and critical events will be examined.
- Collaborative critical events management approaches will be explored, for example Action Learning Sets and Appreciative Enquiry.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	14 minutes	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2700 words	60%

Assessment Summary

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

READING LIST

Module Code	BMPF4024	
Module Title	An Introduction to Leading in Times of Crisis	
Classification	Reading List entry	Electronic*
Essential	Crandall, W.R., Parnell, J.A., Spillman, J.E., et al (2013) <i>Crisis Management: Leading in the New Strategy Landscape</i> . United States: Sage Publications.	☐
Essential	Fagel, M.J. (2013) <i>Crisis Management and Emergency Planning</i> . Boca Raton FL: CRC Press Taylor and Francis Group	☐
Further	Jaques, T. (2014) <i>Issue and Crisis Management: Exploring Issues, Crises, Risk and Reputation</i> . Australia: Oxford University Press Australia.	☐
Further	Luecke, R. and School, H.B. (2004) <i>Crisis Management: Master the Skills to Prevent Disasters. (4th Ed)</i> Boston MA: Harvard Business Schools Press.	☒
Further	Mitroff, I.I. Pearson, C.M. and Harrington, L.K. (1996) <i>The Essential Guide to Managing Corporate Crisis: A Step by Step Handbook for Surviving Major Catastrophes</i> . England: Oxford University Press.	☐
Further	McConnell, A. Drennan, L.T. and Stark, A. (2015) <i>Risk and Crisis Management in the Public Sector. (2nd Ed)</i> London: Routledge. (E-book)	☒
Further	Further reading may be recommended in relation to the specific area studied.	☐
Journal	Journal of Contingencies and Crisis Management	☒
Websites	www.crisis-response.com	☒

MODULE CODE: BMPF4025
TITLE: An Introduction to Leadership in the Third Sector
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N200

AIM(S)

- To enable learners to evaluate leadership in a 'high challenge – high care' working environment.
- To enable learners to recognise how organisational culture and their own values, beliefs and behaviours affect working relationships.

LEARNING OUTCOMES

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

- evaluate a range of leadership theories and relate them to their workplace;
- reflect upon the influence of their own values, beliefs and behaviours on 'conditions creation';
- evaluate the effectiveness of an organisational activity on a range of stakeholders.

INDICATIVE CONTENT

- Recognised leadership theories and styles
- Theories of interpersonal skills and communication,
- Reflective writing
- The use of systems leadership in a 'high challenge - high care' working environment
- AN introduction to coaching models
- Organisational culture, change and resilience
- Accountability and empowerment
- Stakeholder analysis

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2250 words	50%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	50%

Assessment Summary

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

READING LIST

Module Code	BMPF4025	
Module Title	An Introduction to Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☐
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☐
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☐
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☐
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☐
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐

Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Northouse P. G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☐
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Journals <i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Further	Websites http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

MODULE CODE: BMPF4026
TITLE: The Fundamental Principles of Social Housing
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N220

AIM(S)

- To enable learners to develop knowledge of the fundamentals of social housing.

LEARNING OUTCOMES

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

- explain the current role of social housing within communities and the wider legislative context;
- identify and discuss factors which impact upon the work of housing associations including key legislation relating to housing providers and tenants;
- discuss the key operational and ethical challenges relating to the learner's job role, and explain the role of professional boundaries in mitigating these.

INDICATIVE CONTENT

- An 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).
- An 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 overview of 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'.
- An overview of the differences between the structure of housing policy in England, Scotland and Northern Ireland and the housing policies of Welsh Government (WG).
- An introduction to the 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 introduction to the different legislation relating to housing providers and tenants such as court processes, legal support and leaseholder legislation.
- Reflection on different job roles within the sector and their links to key legislation.
- A discussion of ethical considerations within the social housing sector including the need to work within clearly defined professional boundaries and the consideration of equalities, diversity and data protection.

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 allocation of teaching to deliver the module is:

Activity types	Hours	Percentage
Scheduled learning	30	10
Independent learning	60	20
Placement learning (work-based)	210	70
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	7 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Summary

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

READING LIST

Module Code	BMPF4026	
Module Title	The Fundamental Principles of Social Housing	
Classification	Reading List entry	Electronic*
Essential	Astin, D. (2015). <i>Housing Law Handbook (3rd Ed.)</i> . London: Legal Action Group.	☐
Essential	Harriot, S. and Matthews, L. (2009). <i>Introducing Affordable Housing (Practice Studies)</i> . Chartered Institute of Housing.	☐
Essential	Reeves, Paul. (2013). <i>Affordable and Social Housing: Policy and Practice</i> . London: Routledge.	☐
Further	Chaloner, J., Dreisin, A. and Pragnell, M. (2015). <i>Building New Social Rent Homes: An Economic Appraisal</i> . Capital Economics.	☐

Further	Kay, S. (2014). <i>Homes for Welsh Workers: From Robert Owen to the Garden City Movement, with a Gazetteer of Planned Communities in Wales, 1800 to 1939</i> . Abergavenny: 325 Press.	☐
Further	Lund, B. (2011). <i>Understanding Housing Policy (2nd Ed.)</i> . Bristol: The Policy Press.	☐
Further	Murrie, A. (2016). <i>The Right to Buy?: Selling off Public and Social Housing</i> . 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: BMPF4027
TITLE: Introduction to Developing Sustainable Tenancies
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: N220

AIM(S)

- To enable learners to understand issues and challenges affecting tenancies within the social housing sector.
- To enable learners to identify and utilise models and approaches to support and develop sustainable tenancies.

LEARNING OUTCOMES

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

- identify the key factors which impact the sustainability of tenancies;
- discuss the financial models of housing associations;
- discuss engagement methods and partnership approaches for working with different groups to improve tenancy outcomes.

INDICATIVE CONTENT

- An exploration of key external issues facing tenants and their families, for example welfare reform, antisocial behaviour, fuel poverty.
- The main considerations for housing associations when seeking to establish sustainable tenancies, including protected characteristics and unconscious bias.
- A consideration of the personal issues which may impact on the sustainability and suitability of current tenancies such as health and wellbeing and abuse.
- An overview of housing law, tenancy issues, and legislative context.
- An introduction to the ways in which the devolved powers of the Welsh Government impact on social housing providers' tenancies in Wales e.g. the Renting Homes (Wales) Act 2016.
- 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 will be explored.
- A variety of engagement techniques and tools to enable effective tenant participation and commitment to relevant initiatives will be examined, including awareness of the roles of the Welsh Tenants Federation (WTF) and the Tenant Participation Advisory Service (TPAS) Cymru.
- Defining and examining the key factors which can foster (or affect) personal resilience.
- An evaluation of the scope and impact of different roles within the workplace.
- An examination of the financial model to which housing associations work and the impact of rental voids on both tenants and the landlord.
- A consideration of the different ways in which people adapt their behaviour 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.
- An introduction to factors on the economic decisions of individuals and institutions, such as social and emotional.

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 allocation of teaching to deliver the module is:

Activity types	Hours	Percentage
Scheduled learning	30	10
Independent learning	60	20
Placement learning (work-based)	210	70
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	7 minutes	20%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

Assessment Component 3

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1800 words	40%

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

READING LIST

Module Code	BMPF4027	
Module Title	Introduction to Developing Sustainable Tenancies	
Classification	Reading List entry	Electronic*
Essential	Mawson, A. (2008). <i>The Social Entrepreneur: Making Communities Work</i> . London: Atlantic Books.	☒
Essential	O'Halloran, A. and Davies, C. (2014). <i>Working Together to Create Sustainable Communities: Learning Report</i> . Chartered Institute of Housing.	☒
Essential	Rallings, M. (2014). <i>Approaches to tenancy management in the social housing sector: Exploring new models and changes in the</i>	☒

	<i>tenant-landlord relationship</i> . Housing Associations' Charitable Trust.	
Further	Arden, A., Chan, R. and Madge-Wyld, S. (2012). <i>Quiet Enjoyment: Arden and Partington's Guide to Remedies for Harassment and Illegal Eviction</i> . London: Legal Action Group.	☐
Further	Arden, A., Orme, E. and Vanhegan, T. (2012). <i>Homelessness and Allocations</i> . London: Legal Action Group.	☐
Further	Department for Environment, Food and Rural Affairs. (2006). <i>Sustainable Communities: A shared agenda, a share of the action</i> . London: Defra Publications.	☒
Further	Dorling, D. (2014). <i>All that is solid: How the great housing disaster defines our times, and what we can do about it</i> . London: Penguin.	☐
Further	Pawson, H. and Mullins, D. (2010). <i>After Council Housing: Britain's New Social Landlords</i> . London: Palgrave Macmillan.	☒
Further	Richardson, J. (2010). <i>Housing and the Customer</i> . Chartered Institute of Housing.	☐
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: BMPF4028
TITLE: An Introduction to Housing Law
DATED: 26/04/2018

LEVEL: 4
CREDITS: 30

JACS CODE: M200

AIM(S)

- To enable learners to understand and work to housing law in the social housing sector.

LEARNING OUTCOMES

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

- identify developments in case law in relation to proportionality and Article 8 (European Convention on Human Rights) and discuss their impact on both tenants and landlords;
- discuss 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 – work-based	210	70
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2,700 words	60%

Assessment Component 2

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (Individual)	12 minutes	40%

Assessment Summary

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

READING LIST

Module Code	BMPF4028	
Module Title	An Introduction to 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%20Management%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: BMPF4035
TITLE: Competency based portfolio (Minor)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 20

JACS CODE: N215

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related top their professional role.

LEARNING OUTCOMES

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

- Analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- Create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- Demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- Judge the effectiveness of their own performance and its contribution to the performance and development of the organisation;

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards
- Please note that this module is not an NVQ qualification.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15	7.5%
Independent learning	50	25%
Placement learning	135	67.5%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio (which includes a detailed personal development plan and a reflective commentary)	3000 words (or equivalent)	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4035	
Module Title	Competency-based portfolio	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 Study Skills for Part time Students: Pearson Education	☒

MODULE CODE: BMPF4036
TITLE: Competency based portfolio (Standard)
DATED: 26/04/2018

LEVEL: 4
CREDITS: 40

JACS CODE: N215

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related top their professional role

LEARNING OUTCOMES

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

- Analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- Create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;

Demonstrate an understanding of the relationship between various types of professional and academic knowledge;

- Judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards
- Please note that this module is not an NVQ qualification.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	7.5%
Independent learning	100	25%
Placement learning	270	67.5%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio which includes a detailed personal development plan and a reflective commentary.	6000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4036	
Module Title	Competency-based portfolio	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 Study Skills for Part time Students: Pearson Education	☒

MODULE CODE: **BMPF4037**
TITLE: **Competency based portfolio (Major)**
DATED: **26/04/2018**

LEVEL: **4**
CREDITS: **60**

JACS CODE: **N215**

AIM(S)

- To provide learners with an opportunity to gain credit for their workplace practise by reflecting on National Occupational Standards and other competencies related top their professional role

LEARNING OUTCOMES

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

- Analyse and reflect on National Occupational Standards and other competencies relevant to their professional role;
- Create an individual learning plan to meet their identified needs through reflection upon their practice, showing confidence in their ability to manage their own learning in response to evolving circumstances in the workplace;
- Demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- Judge the effectiveness of their own performance and its contribution to the performance and development of the organisation.

INDICATIVE CONTENT

- Student's vocational expertise will be mapped against National Occupational Standards for their role.
- Students will develop a portfolio of evidence to demonstrate competence against the National Occupational Standards
- Please note that this module is not an NVQ qualification.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	7.5%
Independent learning	150	25%
Placement learning	405	67.5%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Competency based portfolio which includes a detailed personal development plan and a reflective commentary.	9000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4037	
Module Title	Competency-based portfolio	
Classification	Reading List entry	Electronic*
Essential	National Occupational Standards http://www.ukstandards.org.uk/Pages/index.aspx	☒
Essential	Wilson, E and Bedford, P. 2009 Study Skills for Part time Students: Pearson Education	☒

MODULE CODE: BMPF4038
TITLE: An Introduction to Addiction and Recovery
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: B940

AIM(S)

- To develop an understanding of some of the theories, concepts and definitions of addiction and recovery.

LEARNING OUTCOMES

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

- discuss different addictions and identify some of the underlying factors which may lead to addiction;
- identify various approaches to recovery and explain the importance of being non-judgemental and compassionate and the part these qualities play in delivering effective support.

INDICATIVE CONTENT

- identify and provide an overview of a variety of addictions, both substance and process (behavioural) addictions;
- exploring the various causes and conditions of addiction, for example, moral, spiritual, social, biological, neurological, lack of nurturing, peer pressure, to better understand the bio-psycho-social construct of addiction;
- defining addiction recovery and the various approaches to recovery;
- understanding the 'peer-based' recovery approach as one basis for establishing an effective working relationship;
- understanding and practising essential listening skills and activities.

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	30
Independent learning	20	20
Placement learning (work-based learning)	50	50
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4038	
Module Title	An Introduction to Addiction and Recovery	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) The AA Big Book, 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☒
Essential	Marteau, D., (2001) Addiction, Bath: Mark Allen Publishing.	☐
Essential	Living Room, The, (2014) Reaching Out Recovery Training Manual, Cardiff: MinuteMann	☐
Essential	Perkinson, R. R., (2017) Chemical Dependency Counselling – A Practical Guide, 5th, California: Sage Publications.	☒
Essential	White, W. L., (2014) Slaying the Dragon: The History of Addiction Treatment and Recovery in America, USA: Chestnet Health Systems/Lighthouse Institute.	☐
Further	Owen, W. E. (2010) No Room to Live, Llandysul: Gomer Press.	☐
Further	Owen, W. E. (2004) Raslas Bach a Mawr! Hunangofiant Wynford Ellis Owen, Llandysul: Gwasg Gomer.	☐
Further	Journals DDN: Drink and Drugs news Websites www.livingroom-cardiff.com www.drinkanddrugsnews.com	☐

MODULE CODE: BMPF4039
TITLE: Roles and Responsibilities of the Recovery Coach
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: B940

AIM(S)

- To develop understanding of the roles and responsibilities of the Recovery Coach.

LEARNING OUTCOMES

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

- explain how the role and responsibilities of the Recovery Coach differs from other roles such as sponsor and counsellor;
- discuss the importance of cultural competence, diversity awareness and ethical practice in effective recovery coaching;
- undertake a personal skills and behaviours assessment, identify developmental needs and produce a development plan to address these.

INDICATIVE CONTENT

- defining the role and responsibilities of the Recovery Coach and identifying the skills and activities of effective recovery coaching;
- understanding cultural competence and the importance of diversity awareness;
- reflecting on relevant ethical aspects of the role of Recovery Coach;
- exploring and practising the essential skills of listening and questioning which are necessary for effective recovery coaching;
- assessing own developmental needs and self-awareness through the use of prescribed self-assessment tool/s and reflection.

LEARNING AND TEACHING STRATEGY

Workshops and 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 allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1250 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective review	1250 words	50%

Assessment Summary

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

READING LIST

Module Code	BMPF4039	
Module Title	Roles and Responsibilities of the Recovery Coach	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) The AA Big Book, 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☐
Essential	Living Room, The, (2014) Reaching Out Recovery Training Manual, The Living Room, Cardiff: MinuteMann.	☐
Essential	White, W. L., (2014) Slaying the Dragon: The History of Addiction Treatment and Recovery in America, USA: Chestnet Health Systems/Lighthouse Institute.	☐
Essential	White, W. L., (2009) Peer-Based Addiction Recovery Support History. Theory, Practice and Scientific Evaluation, USA: Chestnet HealthSystems/Lighthouse Institute.	☐
Further	Marteau, D. (2001) Addiction, Bath: Mark Allen Publishing.	☐
Further	Thombs, D. L., (2013) Introduction to Addictive Behaviours, 4th ed., New York: The Guildford Press.	☒
Further	Journals ADDICTION, Society for the Study of Addiction; http://www.addictionjournal.org/ onlinelibrary.wiley.com/journal/10.1111/(ISSN)1360-0443	☒
Further	Websites www.livingoom-cardiff.com www.drinkanddrugsnews.com	☒

MODULE CODE: BMPF4040
TITLE: Planning and Delivering a Recovery Coaching session
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: B940

AIM(S)

- To support learners in the development of the skills necessary to effectively manage a recovery coaching session within an ethical framework.

LEARNING OUTCOMES

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

- prepare for a recovery coaching session, with reference to developing a new or existing care plan for a specific client;
- reflect on their recent recovery coaching practice, assess their strengths and areas for improvement and produce or update a development plan.

INDICATIVE CONTENT

- discussions on the development of a care plan and understanding the importance of setting goals in recovery
- evaluating the use of case studies in identifying skills and approaches used in a recovery coaching session.
- exploring a range of skills used as a Recovery Coach
- reflecting on skills and activities in coaching session
- developing self-awareness, and evaluating the skills and activities used in recovery coaching

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	10
Independent learning	20	20
Placement learning – work-based and distance	70	70
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1000 words	40%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective review	1500 words	60%

Assessment Summary

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

READING LIST

Module Code	BMPF4040	
Module Title	Planning and Delivering a Recovery Coaching session	
Classification	Reading List entry	Electronic*
Essential	Alcoholics Anonymous, (2002) The AA Big Book, 4th ed., New York: Alcoholics Anonymous World Services, Inc.	☒
Essential	Living Room, The, (2014) Reaching Out Recovery Training Manual, Cardiff: MinuteMann.	☐
Essential	White, W. L., (2014) Slaying the Dragon: The History of Addiction Treatment and Recovery in America, USA: Chestnet Health Systems/Lighthouse Institute.	☐
Further	Flores, P.J., (2007) Group Psychotherapy with Addicted Population, 3 rd edition USA: The Haworth Press.	☒
Further	Perkinson, R. R., (2017) Chemical Dependency Counselling – A Practical Guide, 5th, California: Sage Publications.	☒
Further	Journals ADDICTION, Society for the Study of Addiction; http://www.addictionjournal.org/ onlinelibrary.wiley.com/journal/10.1111/(ISSN)1360-0443	☒
Further	Websites www.livingroom-cardiff.com www.drinkanddrugsnews.com	☒

MODULE CODE: BMPF4041
TITLE: Applying Number in the Workplace
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: N200

AIM(S)

- To develop the skill of applying number in order to improve performance and contribution in the workplace.
- To enable learners to benefit fully from other modules within the programme.

LEARNING OUTCOMES

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

- Understand the importance of developing their number application of number skills with regard to both work and higher-level study;
- Review their personal skills identifying their own strengths and areas for development;
- Develop a strategy to improve their application of number skills;
- Monitor and evaluate their personal progress against the national standards for the key skill as set out by the Qualifications and Curriculum Authority;

INDICATIVE CONTENT

- Develop a strategy for using number skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy
- Presentation of the outcomes,

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 main role of the tutor will be to assist learners to identify the ways in which they currently use the skill and to provide guidance on means of improving those skills in conjunction with the e-learning materials.

The study time for the module is divided as follows:

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

Assessment Component 1

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent including reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4041	
Module Title	Applying Number in the Workplace	
Classification	Reading List entry	Electronic*
Essential	https://qualifications.pearson.com/content/dam/pdf/Essential-Skills-Wales/Application-of-Number/2009/Specification/FC025966-ESW-Application-of-Number-L1-4-Spec-Issue-2-190111.pdf	☐
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

MODULE CODE: BMPF4042
TITLE: Essential Skills Portfolio: Communication
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: N200

AIM(S)

- To develop the essential skill of communication in the workplace to benefit their engagement with other modules of their programme.
- To improve learner's performance and contribution in the workplace.

LEARNING OUTCOMES

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

- Understand the importance of developing their communication skills with regard to both work and higher-level study;
- Review their personal skills identifying their own strengths and areas for development;
- Develop and evaluate a strategy to improve their communication skills;
- Monitor their personal progress against the national standards for the key skill as set out by Essential Skills Wales;

INDICATIVE CONTENT

- Develop a strategy for using communication skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy
- Presentation of the outcomes

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 main role of the tutor will be to assist learners to identify the ways in which they currently use the skill and to provide guidance on means of improving those skills in conjunction with the e-learning materials

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent included in a portfolio with reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4042	
Module Title	Essential skills portfolio - Communication	
Classification	Reading List entry	Electronic*
Essential	https://qualifications.pearson.com/content/dam/pdf/Essential-Skills-Wales/Communication/2009/Specification/FC025965-ESW-L1-4-Communication-Spec-Issue-2-190111.pdf	☒
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

MODULE CODE: BMPF4043
TITLE: Improving Own Learning and Performance
DATED: 26/04/2018

LEVEL: 4
CREDITS: 10

JACS CODE: N600

AIM(S)

- To develop the essential skill of improving learning and performance in the workplace.
- To enable learners to benefit fully from other modules within the programme.
- To improve learner's performance and contribution in the workplace.

LEARNING OUTCOMES

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

- understand the importance of developing the essential skills of improving their own learning and performance with regard to both work and HE study;
- review their personal skills and identify their own strengths and areas for development and develop a strategy to improve them;
- monitor their personal progress against the national standards for the Essential Skill as set out by Essential Skills Wales;

INDICATIVE CONTENT

- Develop a strategy for using communication skills over an extended period of time.
- Monitor progress and adapt strategy as necessary.
- Evaluation of the overall strategy
- Presentation of the outcomes

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 main role of the tutor will be to assist learners to identify the ways in which they currently use the skill and to provide guidance on means of improving those skills in conjunction with the e-learning materials

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

☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	1500 words or equivalent Portfolio with reflective commentary indicating achievement of QCA Key Skills standards at either level 3 or level 4 as appropriate to the learner's role.	100%

Assessment Summary

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

READING LIST

Module Code	BMPF4043	
Module Title	Improving own learning and performance	
Classification	Reading List entry	Electronic*
Essential	http://www.ukstandards.org.uk/Pages/Search.aspx	☒
Further	http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf	☒

LEVEL 5

TITLE:	Recognition and Accreditation of Learning (RAL)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	20
JACS CODE:	N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences.
- Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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.
 - source the evidence required to demonstrate achievement of the learning outcomes;
 - identify the academic level and likely credit value of the learning experience.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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 critical evaluation.

Activity type	Hours	Percentage
Scheduled learning including tutorials	30	15%
Independent learning	70	35%
Placement learning – work-based	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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon the portfolio, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	4000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF5000	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> : Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006 Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	☐
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☒
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	X
Further	Wolf, J. (1980). <i>Experiential Learning in Professional Education: Concepts and Tools. New Directions for Experimental Learning</i> , 8, p.17..	☐

MODULE CODE: BMPF5001
TITLE: Planning for Work-Based Learning in Context
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: N215

AIM(S)

- To engage learners in the initial phase of work-based learning, enabling them to create an individual learning plan, at the appropriate level of study.
- 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 knowledge and critical review of current competences and present, evaluate and interpret learning objectives articulating how they inform personal development plan;
- reflect, justify and discuss learning demonstrating relevant theoretical knowledge;
- using different communication skills effectively present 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, training needs analysis and personal development plan will be explored. The traditions of academic writing will be discussed and topics 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 researched 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 this module is:

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 an awareness of the relevant knowledge and critical understanding of the well-established principles of their area of work, and of the way in which those principles have developed within the context of their work.

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (3 elements)	4000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF5001	
Module Title	Preparing for Work-based Learning in context	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐

MODULE CODE: BMPF5004
TITLE: An Introduction to Research in the Workplace
DATED: 26/04/2018

LEVEL: 5
CREDITS: 10

JACS CODE: N200

AIM(S)

- To build knowledge of the key issues in undertaking research in work-based settings.

LEARNING OUTCOMES

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

- compare and contrast 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 learner.

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 allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	100%

Assessment Summary

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

READING LIST

Module Code	BMPF5004	
Module Title	An Introduction to Research in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880 . OpenLearn (2008) <i>T175 Presenting Information</i> 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: BMPF5006
TITLE: An Introduction to Work-based Research Methods
DATED: 26/04/2018

LEVEL: 5
CREDITS: 20

JACS CODE: N200

AIM(S)

- To build knowledge of the key issues in undertaking research in work-based settings.
- To prepare learners to work with research data.

LEARNING OUTCOMES

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

- compare and contrast 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;
- 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 learner;
- Tools and techniques used to draw relevant conclusions from research data.

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 allocation of teaching to deliver the module is:

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words or equivalent	50%

Assessment Summary

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

READING LIST

Module Code	BMPF5006	
Module Title	An Introduction to Work-based Research Methods	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites	☐

	OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) <i>T175 Presenting Information</i> 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:	BMPF5007
TITLE:	Work-based Learning Project (Minor)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	20
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	40	20%
Placement learning – work-based	150	75%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	400 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	2800 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	6 minutes	20%

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

READING LIST

Module Code	BMPF5007	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF5009
TITLE:	Work-based Learning Project (Standard)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	40
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning – work-based	300	75%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	800 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	5600 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

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

READING LIST

Module Code	BMPF5009	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF5010
TITLE:	Work-based Learning Project (Major)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	60
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

- design and negotiate an appropriate work-based study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- reflect on the outcomes of a project, including individual learning, lessons learned, and issues of insider research.

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	120	20%
Placement learning – work-based	450	75%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	1200 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	8400 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	19 minutes	20%

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

READING LIST

Module Code	BMPF5010	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF5011
TITLE:	Independent Study Module (Minor)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	10
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success
- 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

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	10	10
Independent learning	70	70
Placement learning work-based	20	20
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1000	50%

Assessment Summary

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

READING LIST

Module Code	BMPF5011	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE:	BMPF5012
TITLE:	Independent Study Module (Standard)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	20
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success
- 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

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	20	10
Independent learning	140	70
Placement learning work-based	400	20
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000	50%

Assessment Summary

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

READING LIST

Module Code	BMPF5012	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE:	BMPF5013
TITLE:	Independent Study Module (Major)
DATED:	26/04/2018
LEVEL:	5
CREDITS:	30
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- devise and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, analyse and evaluate theories and methodologies relevant to their specified area of study, and appraise the actual and/or potential impact of applying these in their professional practice.

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 measures of success
- 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

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 work-based	60	20
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000	50%

Assessment Summary

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

READING LIST

Module Code	BMPF5013	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF5061
Title	Coaching and Mentoring
Date	10/08/2020
Level	5
Credits	30
Pre-Requisites	

AIM(S)

- To enable learners to develop an understanding of different coaching and mentoring theories and models.
- To enable learners to plan, deliver, and review a workplace coaching or mentoring programme in order to improve their performance in the workplace

LEARNING OUTCOMES

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

- differentiate between coaching and mentoring models and the theories behind them, including the issues that might arise in practice;
- assess a range of models of coaching and mentoring frameworks, and select one that is appropriate for the needs and culture of their organisation;
- plan, deliver and evaluate a coaching or mentoring programme based on the identified model;
- critically reflect on their own coaching or mentoring performance in the workplace, identify areas for improvement and produce a personal development plan.

INDICATIVE CONTENT

- A range of coaching and mentoring theories and models are examined and the similarities and differences between the two approaches explored.
- The multiple impacts of coaching and mentoring to both the organisation and the individual are considered, and how these can be mitigated.
- The professional skills, dispositions, knowledge and understanding required by coaches and mentors are explored.
- The tools and techniques coherent with each model are considered and practiced.
- Underpinning theories of adult learning and styles, and learner motivation are considered and how they impact upon the design of coaching interventions.
- The use of monitoring methods, review and evaluation of learner progress, and record keeping within a coaching intervention are considered.
- Reflective practice and coaching supervision
- and 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 assessment	2400 words or equivalent	40%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3600 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF5061	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Essential	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Further	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Further	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Further	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Further	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

Cod y Modwl	BMPF5061C
Teitl	Hyfforddi a Mentora
Dyddiad	10/08/2020
Lefel	5
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi dysgwyr i ddatblygu dealltwriaeth o wahanol ddamcaniaethau a modelau hyfforddi a mentora.
- Galluogi dysgwyr i gynllunio, cyflwyno ac adolygu rhaglen hyfforddi neu fentora yn y gweithle er mwyn gwella eu perfformiad yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- gwahaniaethu rhwng modelau hyfforddi a mentora a'r damcaniaethau sy'n sail iddynt, gan gynnwys y materion a allai godi'n ymarferol;
- asesu ystod o fodelau o fframweithiau hyfforddi a mentora, a dewis un sy'n briodol ar gyfer anghenion a diwylliant eu sefydliad;
- cynllunio, cyflwyno a gwerthuso rhaglen hyfforddi neu fentora yn seiliedig ar y model a nodwyd;
- adfyfrio'n feirniadol ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Archwilir ystod o ddamcaniaethau a modelau hyfforddi a mentora ac archwilir y tebygrwydd a'r gwahaniaethau rhwng y ddau ddull.
- Ystyrir effeithiau lluosog hyfforddi a mentora i'r sefydliad a'r unigolyn, a sut y gellir lliniaru'r rhain.
- Archwilir y sgiliau proffesiynol, y tueddiadau, y wybodaeth a'r ddealltwriaeth sy'n ofynnol gan hyfforddwyr a mentoriaid.
- Ystyrir a gweithredir yr offer a'r technegau sy'n gyson â phob model.
- Ystyrir damcaniaethau sylfaenol yn ymwneud â dysgu ac arddulliau oedolion, a chymhelliant dysgwyr, a sut maent yn effeithio ar ddyluniad ymyriadau hyfforddi.
- Ystyrir defnyddio dulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, a chadw cofnodion o fewn ymyrraeth hyfforddi.
- Ystyrir arfer adfyfyriol, goruchwyllo hyfforddi a gwerthuso perfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	2,400 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	3,600 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF5061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	McMahon, G. and Archer A. (2010) <i>101 Coaching Strategies and Techniques</i> London: Routledge.	☐
Hanfodol	Downey, M. (2014) <i>Effective Modern Coaching: the principles and art of successful business coaching</i> , London: LID	☒
Pellach	Eaton J. and Johnson R. (2001) <i>Coaching successfully</i> London: Dorling Kindersley.	☐
Pellach	Downey, M. (2003) <i>Effective Coaching: lessons from the coach's coach</i> Andover: Cengage Learning.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: practical conversations to improve learning</i> , London: Kogan Page.	☐
Pellach	Berne, E. (2010) <i>Games People Play: the psychology of human relationships</i> (re-issued) London: Penguin.	☒
Pellach	Lancer, N. Megginson, D. and Clutterbuck, D. (2016) <i>Techniques for Coaching and Mentoring</i> , 2 nd ed. Oxon: Routledge	☒

LEVEL 6

MODULE CODE:	BMPF6000
TITLE:	Recognition and Accreditation of Learning (RAL)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	20
JACS CODE:	N200

AIM(S)

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

- Learners 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.
- Learners will explore a range of academic concepts, theories and models that reflect on and underpin practice in their workplace setting.
- Learners will receive guidance on how to evaluate and reflect upon their own learning experiences.
- Learners will be allocated an academic advisor who will provide the appropriate academic framework within which the learner can identify the learning that has already taken place. This will enable learners 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.
 - source the evidence required to demonstrate achievement of the learning outcomes;
 - identify the academic level and likely credit value of the learning experience.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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 critical evaluation.

Activity type	Hours	Percentage
Scheduled learning including tutorials	30	15%
Independent learning	70	35%
Placement learning – work-based	100	50%
TOTAL	200	100%

ASSESSMENT

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective essay based upon the portfolio, analysing, synthesising and critically evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice and that of others in the workplace.	5000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF6000	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge. Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	☐
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> : Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006	☐

	Moon, J.A. (1999). <i>Reflection in Learning and Professional Development: Theory and Practice</i> . London: Kogan Page. <i>Theory and Practice</i> London: Routledge Falmer.	
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Simosko, S. and Cook, C. (1996) <i>Applying APL Principles in Flexible Assessment: a practical guide</i> 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). <i>The Power of Appreciative Inquiry (2nd Edition)</i> . San Francisco: Berrett-Koehler.	☐
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	
Further	Wolf, J. (1980). Experiential Learning in Professional Education: Concepts and Tools. <i>New Directions for Experimental Learning</i> , 8, p.17..	☐

MODULE CODE:	BMPF6001
TITLE:	Planning for Work-based Learning
DATED:	26/04/2018
LEVEL:	6
CREDITS:	20
JACS CODE:	N215

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan at the appropriate level of study.
- 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 a systematic understanding and critical review of current competences and present and interpret learning objectives articulating how they inform own personal development plan;
- critically reflect, justify and explain learning demonstrating relevant theoretical knowledge;
- using different communication skills systematically present information and analysis in a variety of forms, adhering to academic conventions;

INDICATIVE CONTENT

Sessions will include an introduction to:

- 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, training needs analysis and personal development plan will be explored. The traditions of academic writing will be discussed and topics 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 researched 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

A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (4 elements)	5000 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF6001	
Module Title	Continuing Professional Development	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Dawson, C. (2014) <i>The mature student's study guide</i> . New York: Constable & Robinson	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐
Further	McMillan, K., Weyers, J. (2012) <i>The Study Skills Book</i> . (3 rd ed.) London: Pearson.	☒

MODULE CODE: BMPF6004
TITLE: Research in the Workplace
DATED: 26/04/2018

LEVEL: 6
CREDITS: 10

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 learner should be able to demonstrate the ability to:

- 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 learner.

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 allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	100%

Assessment Summary

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

READING LIST

Module Code	BMPF6004	
Module Title	Research in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880 . OpenLearn (2008) <i>T175 Presenting Information</i> 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: BMPF6006
TITLE: Work-based Research Methods
DATED: 26/04/2018

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

- 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;
- 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 learner;
- Tools and techniques used to analyse research data.

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 allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words or equivalent	50%

Assessment Summary

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

READING LIST

Module Code	BMPF6006	
Module Title	Work-based Research Methods	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐
Further	Bell, J. (2005) <i>Doing your Research Project</i> 4 th edn. Buckingham: Open University Press.	☒
Further	Blaxter, L., Hughes, C. and Tight, M. (2010) <i>How to Research</i> (4 th ed) Maidenhead: Open University Press.	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2007) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites	☐

	OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880. OpenLearn (2008) <i>T175 Presenting Information</i> 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:	BMPF6007
TITLE:	Work-based Learning Project (Minor)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	20
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

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

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	10	5%
Independent learning	40	20%
Placement learning – work-based	150	75%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	500 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	3500 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

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

READING LIST

Module Code	BMPF6007	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF6009
TITLE:	Work-based Learning Project (Standard)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	40
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

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

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	20	5%
Independent learning	80	20%
Placement learning – work-based	300	75%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	1000 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	7000 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	16 minutes	20%

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

READING LIST

Module Code	BMPF6009	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF6010
TITLE:	Work-based Learning Project (Major)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	60
JACS CODE:	N215

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 learner should be able to demonstrate the ability to:

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

INDICATIVE CONTENT

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

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 allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	120	20%
Placement learning – work-based	450	75%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal	1500 words	10%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Report	10500 words	70%

Assessment Component 3

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	24 minutes	20%

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

READING LIST

Module Code	BMPF6010	
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) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Walliman, N. (2001) <i>Your Research Project: A step-by-step guide for the first-time researcher</i> , London: Sage	☐

MODULE CODE:	BMPF6011
TITLE:	Independent Study Module (Minor)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	10
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

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	10	10
Independent learning	70	70
Placement learning work-based	20	20
TOTAL	100	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1250	50%

Assessment Summary

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

READING LIST

Module Code	BMPF6011	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE:	BMPF6012
TITLE:	Independent Study Module (Standard)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	20
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

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	20	10
Independent learning	140	70
Placement learning work-based	40	20
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2500	50%

Assessment Summary

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

READING LIST

Module Code	BMPF6012	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook, 2nd ed.</i> Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development.</i> London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments.</i> London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning.</i> Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

MODULE CODE:	BMPF6013
TITLE:	Independent Study Module (Major)
DATED:	26/04/2018
LEVEL:	6
CREDITS:	30
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

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

- formulate and implement a personal study programme to develop their professional practice, and critically reflect on their learning experience;
- research, and critically analyse theories and methodologies relevant to their specified area of study, and critically evaluate the actual and/or potential impact of applying the learning acquired to their professional practice.

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

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 work-based	60	20
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3750	50%

Assessment Summary

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

READING LIST

Module Code	BMPF6013	
Module Title	Independent Study Module	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF6061
Title	Coaching and Mentoring
Date	10/08/2020
Level	6
Credits	30
Pre-Requisites	

AIM(S)

- To enable learners 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 learners to plan and deliver, and critically evaluate a workplace coaching or mentoring programme in order to improve individual performance in the workplace.

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 at least three 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, 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.
- A consideration of the benefits of coaching and mentoring to both the organisation and the individual. Learners 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 learner needs and styles, and learner motivation. An examination of methods of monitoring, review and evaluation of learner 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, including coaching supervision and peer mentoring, 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	2,800 words	40%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4,200 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF6061	
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	☐

Cod y Modwl	BMPF6061C
Teitl	Hyfforddi a Mentora
Dyddiad	10/08/2020
Lefel	6
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi dysgwyr i ddadansoddi'n feirniadol wahanol ddamcaniaethau hyfforddi a mentora a datblygu dealltwriaeth ddyfnach o'r materion sy'n gysylltiedig â phrosesau ac arferion hyfforddi a mentora yn y gweithle.
- Galluogi dysgwyr i gynllunio, cyflwyno a gwerthuso'n feirniadol raglen hyfforddi neu fentora yn y gweithle er mwyn gwella perfformiad unigol yn y gweithle.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- archwilio'n feirniadol ystod o ddamcaniaethau sylfaenol a safbwyntiau gwahanol yn ymwneud â mentora a hyfforddi, ac archwilio'r materion a all godi o'r rhain;
- gwerthuso'n feirniadol berthnasedd a gwerth o leiaf dri model hyfforddi neu fentora, a nodi model sy'n briodol ar gyfer anghenion a diwylliant eu sefydliad;
- cynllunio, gweithredu a gwerthuso rhaglen hyfforddi neu fentora sy'n briodol i'r sefydliad;
- adfyfrio'n feirniadol ar eu perfformiad hyfforddi neu fentora eu hunain yn y gweithle, nodi meysydd i'w gwella a llunio cynllun datblygu personol.

CYNNWYS DANGOSOL

- Archwiliad o'r tebygrwydd a'r gwahaniaethau o ran diffinio mentora a hyfforddi trwy dynnu ar wahanol ddamcaniaethau a safbwyntiau.
- Ystyriaeth o fanteision hyfforddi a mentora i'r sefydliad a'r unigolyn. Bydd dysgwyr yn adolygu'r gwahanol fodelau a dulliau sydd ar gael a rolau a chyfrifoldebau hyfforddwyr a mentoriaid. Byddant yn dewis model hyfforddi neu fentora sy'n addas i'w gweithle a'i anghenion diwylliannol.
- Archwiliad o'r sgiliau proffesiynol, tueddiadau, gwybodaeth a dealltwriaeth sy'n angenrheidiol i lwyddo mewn mentora a hyfforddi. Bydd hyn yn cynnwys ystod o offer a thechnegau megis gwrando gweithredol, crynhoi, dadansoddi a thrafodaethau ynghylch deallusrwydd emosiynol, dadansoddi rhyngweithredol, gwrthdaro gwerthoedd, diwylliant a moeseg.
- Archwiliad o ddamcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant y dysgwr. Archwiliad o ddulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, gan gynnwys yr angen i gadw cofnodion o weithgareddau hyfforddi neu fentora, a sut y gellir defnyddio'r rhain i gynorthwyo adfyfrio ar effeithiolrwydd hyfforddwyr yn y gweithle ac i nodi meysydd posibl i'w gwella.
- Archwiliad o arfer adfyfyriol, gan gynnwys goruchwyllo hyfforddi a mentora cymheiriaid, a gwerthusiad beirniadol o berfformiad personol er mwyn nodi meysydd i'w gwella a llunio 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%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	2,800 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	4,200 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF6061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cox, E., Bachkirova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Hanfodol	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Pellach	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Pellach	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Pellach	Megginson, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Pellach	Cyfnodolion: Coaching at Work	☒
	Gwefannau www.coaching-at-work.com	☒