



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

MODULE DIRECTORY

MA COACHING AND MENTORING

POSTGRADUATE DIPLOMA COACHING AND MENTORING

POSTGRADUATE CERTIFICATE COACHING AND MENTORING

Plus modular enrolment

Academic Discipline: Business

LEVEL 7

**INSTITUTE OF MANAGEMENT AND
HEALTH**

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the MA Coaching and Mentoring 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

Module Code	BMPF7100 / BMPF7100D
Title	Approaches to Research and Academic Communication
Date	26/04/2018
Level	7
Credits	30
Pre-Requisites	N/A

AIM(S)

- To prepare the student to integrate academic research, scholarly discussion and professional practice

LEARNING OUTCOMES

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

- critically reflect on the role of theory, epistemology, ontology and axiology in shaping and interpreting practitioner research;
- critically discuss approaches to reliability, validity and bias in social research;
- examine fully the ethical considerations in social research and develop research designs that meet a high standard of ethical practice;
- critically analyse communications and communicate scholarship effectively.

INDICATIVE CONTENT

- This module develops an in-depth understanding of the philosophy, practice and communication of applied academic research. To this end, the student will study: theory, paradigms, epistemology and ontology – the philosophical underpinnings of practitioner research;
- positionality and bias in research;
- reading and evaluating literature as a practitioner-researcher;
- designing Studies – qualitative and quantitative methodology; measurement; experimental, quasi-experimental and naturalistic studies; causality and causal inference; sampling; common pitfalls and problems
- Making sense of data – approaches to data analysis, using theory to interpret data
- Generating theory
- Ethics in social research
- Making a contribution – What makes an original and important research question? Linking to other research; applied social research; developing recommendations for evidence-based practice.
- Academic communication – academic conventions and styles of communication; conference presentations; journal and report writing; peer reviewing; presenting academic research to non-academic audiences.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	10%
Independent learning	270	90%
Placement learning	0	0%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio (to include oral and written components)	7500 words or equivalent	100%

Assessment Summary

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

READING LIST

Module Code	BMPF7100 / BMPF7100D	
Module Title	Approaches to Research and Academic Communication	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G. and Gibbs, P., (2010) <i>Doing Work based Research: approaches to enquiry for insider-researchers</i> London: Sage	☒
Essential	Grix, J., (2004) <i>The Foundations of Research</i> . Houndmills: Palgrave Macmillan.	☒
Further	Babbie, E., (2013) <i>The Practice of Social Research</i> , 13 th edition. Wadsworth: Cengage Learning.	☒
Further	Blaxter, L., Hughes, C. and Tight, M., (2010) <i>How to Research</i> . Buckingham: Open University Press.	☒
Further	Bryman, A. (ed.), (2013) <i>Doing Research in Organisations</i> . London: Routledge.	☒
Further	Campbell, A. and Groundwater-Smith, S., (2007) <i>An Ethical Approach to Practitioner Research</i> . London: Routledge.	☒
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P., (2012) <i>Management Research</i> , (4 th edn), London: Sage.	☐
Further	Gill, G and Johnson, P., (2011) <i>Research Methods for Managers</i> , London: Sage.	☐
Further	Robson, C. (2011) <i>Real World Research</i> . Chichester: John Wiley and Sons.	☐
Further	Thomson, A. (2009) <i>Critical reasoning: A practical introduction</i> . London: Routledge.	☒

Module Code	BMPF7303 / BMPF7303D
Title	Coaching and Mentoring
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- An examination of the similarities and differences in regard to defining mentoring and coaching by drawing on differing theories and perspectives. This will include a consideration of how the coach can meet the needs of coaches of considerable diversity in terms of ethnicity, gender identity, learning capability, neural diversity, body etc.
- A consideration of the benefits of coaching and mentoring to both the organisation and the individual. The student will review the different models and methods available and the roles and responsibilities of coaches and mentors. They will select a coaching or mentoring model that is suitable to their workplace and its cultural needs.

- An exploration of the professional skills, dispositions, knowledge and understanding necessary for success in mentoring and coaching. This will include a range of tools and techniques such as active listening, summarising, analysing, and discussions around emotional intelligence, transactional analysis, value conflicts, culture and ethics.
- An examination of theories of student needs and styles, and student motivation. An examination of methods of monitoring, review and evaluation of student progress, including the need to keep records of coaching or mentoring activities, and how these can be used to aid reflection on the effectiveness of workplace coaches and to identify possible areas for improvement.
- An exploration of reflective practice and the role of supervision in best practice, maintaining ethical standards and performance enhancement.
- The 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	60	20%
Independent learning	60	20%
Placement learning	180	60%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 *Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	40%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	6 elements (3000 words equivalent)	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7303 / BMPF7303D	
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	Meggison, 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	BMPF7303C
Teitl	Hyfforddi a Mentora
Dyddiad	14/12/2022
Lefel	7
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Galluogi'r myfyriwr 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 gwaith.
- Galluogi'r myfyriwr i gynllunio, cyflwyno a gwerthuso'n feirniadol raglen hyfforddi neu fentora yn y gweithle er mwyn gwella perfformiad unigol yn y gweithle. Dylai'r cynllun a'r cyflwyniad ohono nodi'n benodol y materion moesegol a allai godi a'r dull o'u cyfryngu yn y rhaglen.

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 ystod o fodelau hyfforddi neu fentora, a nodi model / modelau 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, y fframwaith moesegol y maent wedi'i ddefnyddio a 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. Bydd hyn yn cynnwys ystyried sut y gall yr hyfforddwr ddiwallu anghenion hyfforddwyr o gryn amrywiaeth o ran ethnigrwydd, hunaniaeth rhyw, gallu dysgu, amrywiaeth niwral, corff ac ati.
- 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 gwrandio 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 a rôl goruchwyllo mewn arfer gorau, gan gynnal safonau moesegol a gwella perfformiad.
- 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	60	20
Dysgu'n annibynnol	60	20
Dysgu drwy leoliadau	180	60
CYFANSWM	300	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	3000 o eiriau	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	6 elfennau (3000 o eiriau sy'n cyfateb)	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	BMPF7303C	
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	Meggison, 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	☒

MODULE CODE: BMPF7013 / BMPF7013D
TITLE: Independent Study Module (Extended)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Summary

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

READING LIST

Module Code	BMPF7013 / BMPF7013D	
Module Title	Independent Study Module (Extended)	
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	☐

Module Code	BMPF7013 / BMPF7013D	
Module Title	Independent Study Module (Extended)	
Classification	Reading List entry	Electronic*
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7062 / BMPF7062D
Title	Organisational Context for Coaching and Mentoring
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide a comprehensive review of how the context of coaching and mentoring (e.g. organisational setting, purpose or logistics) can influence the type, mode of delivery and model of coaching and mentoring required and the impact that can be achieved. This will include a specific identification of the ethical issues that can arise when working within organisations as both internal and external coach/mentor practitioners.

LEARNING OUTCOMES

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

- Demonstrate a systematic, extensive and comparative knowledge and understanding of a number of advanced and emerging issues in coaching as a whole and its links to context and potential impact;
- Analyse and synthesise the assumptions, theories, and concepts applicable within the organisational context into designing a coaching and/or mentoring programme suitable for the purpose, culture and resources of the client;
- Identify the key steps required within such projects and evidence the action planning required to bring the project to completion;
- Evidence a suitable professional ethical stance including self-awareness and diversity management within their conduct as a coach to facilitate development of their clients.

INDICATIVE CONTENT

- Consider the philosophical and theoretical underpinning to organisational development through coaching cultures and explore which coaching models and frameworks are suitable for such work.
- Review systematically the factors influencing the conduct of coaching engagements within organisational and personal contexts.
- Explore the modes of coaching used within organisational vs personal contexts including team, career, executive, business, and embedding of training. Consider their advantages and disadvantages in a variety of contexts and provide a critique of their efficacy.
- Identification and review of the specific ethical issues that can arise during organisational coaching and mentoring engagements and consider the range of appropriate responses that allow psychological safety of individuals and client.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	180	60%
Placement learning	60	20%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	7500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7062 / BMPF7062D	
Module Title	Organisational Context for Coaching and Mentoring	
Classification	Reading List entry	Electronic*
Essential	Van Nieuwerburgh, C. eds. (2013) <i>Coaching in professional contexts</i> . London:Sage	☐
Essential	Wenger, E. (1999) <i>Communities of practice-learning: meaning and identity</i> . Cambridge: Cambridge University Press	☐
Essential	Hawkins, P., (2013) <i>Coaching, mentoring and organisational consultancy: Supervision, skills and development</i> , London:Open University Press	☒
Essential	Cox,E.,Bachkirova,T and Clutterbuck D., eds. (2014) <i>The complete handbook of coaching</i> . Sage	☒
Further	Goldsmith, M. and Lyons, L. (2006) <i>Coaching for Leadership</i> 2nd ed. San Francisco: Pfeiffer.	☐
Further	Gromley H and van Nieuwerburgh C. (2014) <i>Developing coaching cultures: a review of the literature. Coaching: an International Journal of Theory, Research and Practice</i> 7:90-101	☒
Further	Passmore J. and Fillery-Travis A. (2011) <i>A critical review of executive coaching research: a decade of progress and what's to come. Coaching: An International Journal of Theory, Research and Practice</i> 4: pp.70-88	☒

MODULE CODE: BMPF7000 / BMPF7000D
TITLE: Recognition and Accreditation of Learning (RAL)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

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

- identify the academic level and likely credit value of the learning experience.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

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

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	BMPF7000 / BMPF7000D	
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.	☐
Further	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.	☐

Module Code	BMPF7000 / BMPF7000D	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning</i> :	☐
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006	
Further	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: BMPF7004 / BMPF7004D
TITLE: Research in Workplaces
DATED: 26/04/2018

LEVEL: 7
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 student should be able to:

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	100%

Assessment Summary

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

READING LIST

Module Code	BMPF7004 / BMPF7004D	
Module Title	Research in Workplaces	
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.	☒

Module Code	BMPF7004 / BMPF7004D	
Module Title	Research in Workplaces	
Classification	Reading List entry	Electronic*
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: BMPF7007 / BMPF7007D
TITLE: Work-based Learning Project (Minor)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

Assessment Summary

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

READING LIST

Module Code	BMPF7007 / BMPF7007D	
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: BMPF7008 / BMPF7008D
TITLE: Work-based Learning Project (Intermediate)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Summary

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

READING LIST

Module Code	BMPF7008 / BMPF7008D	
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: BMPF7010 / BMPF7010D
TITLE: Work-based Learning Project (Major)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 60

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	24 minutes	20%

Assessment Summary

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

READING LIST

Module Code	BMPF7010 / BMPF7010D	
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	☐