



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

MODULE DIRECTORY

Doctorate in Professional Practice

Master in Professional Practice

LEVELS 7 and 8

Business School

FACULTY OF MANAGEMENT AND HEALTH

2026-2027

CONTENTS PAGE

Page No

INTRODUCTION.....	2
MODULES	3

INTRODUCTION

This Module Directory includes all the modules for Level 7 and 8 within the Doctorate in Professional Practice and Master in Professional Practice programmes in the academic year 2026-2027.

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 School/Faculty. 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 Faculty 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	BMDP7000
Title	Approaches to Research and Academic Communication
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

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

- The philosophy, practice and communication of applied academic research: 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	--	--
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)	12 elements	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7000	
Module Title	Approaches to Research and Academic Communication	
Classification	Reading List entry	Electronic*
Essential	Costley, C., and Fulton, J. (2018) <i>Methodologies for Practice Research: Approaches for Professional Doctorates</i> . London: Sage	☒
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. (2018) <i>The Foundations of Research</i> . Red Global Press.	☒
Essential	Schwartz, S.J. (2022). <i>The Savvy Academic: Publishing in the Social and Health Sciences</i> . Oxford University Press.	☒
Further	Huang, L.S. (2010) <i>Academic Communication Skills: Conversation Strategies for International Graduate Students</i> : University Press of America.	☒
Further	Hatcher, T.S., and Rocco, T.S. (2011) <i>The Handbook of Scholarly Writing and Publishing</i> . Wiley	☒

Module Code	BMDP7000	
Module Title	Approaches to Research and Academic Communication	
Classification	Reading List entry	Electronic*
Further	Dodd, S-J., and Esptein, I, J. (2012) <i>Practice-based Research in Social Work</i> . Routledge.	☒
Further	Babbie, E. (2020) <i>The Practice of Social Research</i> , 15 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.) (2015) <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 4 th ed) <i>Management Research</i> , London: Sage.	☐
Further	Gill, G and Johnson, P. (2011) <i>Research Methods for Managers</i> , London: Sage.	☐
Further	Robson, C. (2015) <i>Real World Research (4th edition)</i> . Chichester: John Wiley and Sons.	☐
Further	Thomson, A. (2009) <i>Critical reasoning: A practical introduction</i> . London: Routledge.	☒

Module Code	BMDP7003
Title	Practitioner Research Proposal
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To prepare the student for the work-based research phase of the DProf programme.
- To conceptualise and design a research proposal to generate advanced knowledge of practice.

LEARNING OUTCOMES

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

- produce a research proposal for work-based research that is critical, evaluatory and enhances working practice;
- critically consider and address the ethical issues associated with proposed research;
- present and defend the Practitioner Research Proposal

INDICATIVE CONTENT

- Application of criteria for choosing an appropriate topic; production of a clear rationale.
- Producing an indicative literature review, from both theoretical and professional spheres, with appropriate level of engagement and critical debate.
- Development of appropriate methodology and methods for investigating the chosen topic.
- Use of necessary resources such as professional literature, practice-based research and reports, on-line journals, methods and software for data analysis.
- Evaluation of legal and ethical issues within the professional working environment and the proposed research.
- Understanding of the requirements of Level 8 practitioner research moving forward, including: reflective debate; critical and objective evaluation; generation of new knowledge.

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	--	--
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	7500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7003	
Module Title	Practitioner Research Proposal	
Classification	Reading List entry	Electronic*
Further	Bryman, A. (2016) <i>Social Research Methods</i> (5 th edition). Oxford: Oxford University Press (key chapters available on Moodle)	☐
Essential	Denicolo, P. and Becker, L. (2012) <i>Developing Research Proposals</i> . Sage.	☐
Essential	Denscombe, M (2012) <i>Research proposals: a practical guide</i> . McGraw-Hill/Open University Press, Maidenhead.	☒
Further	Hamid, M. E. (2013) <i>How to Write a Research Proposal and Thesis: A Manual for Students and Researchers</i> . CreateSpace Independent Pub.	☒
Essential	Punch, K. (2006) <i>Developing effective research proposals</i> . Sage, London.	☐
Essential	Terrell, S. R. (2016) <i>Writing a Proposal for Your Dissertation: Guidelines and Examples</i> . The Guilford Press.	☐
Further	Grix, J. (2018) <i>The Foundations of Research</i> . Red Global Press	☐
Further	Walker M. and Thomson, P. eds (2010) <i>The Routledge Doctoral Learner's Companion: supporting research in Education and the Social Sciences</i> . Oxford: Routledge.	☒
Further	Arbnor, I. and Bjerke, B. (2008) <i>Methodology for Creating Business Knowledge</i> London: Sage.	☒
Further	Damaskinidis, G., and Christodoulou, A. (2019) <i>Writing Research Proposals for Social Sciences and Humanities in a Higher Education Context</i> . Cambridge Scholars Publishing.	☒

Module Code	BMDP7003	
Module Title	Practitioner Research Proposal	
Classification	Reading List entry	Electronic*
Further	Fox, M., Martin, P. and Green, G. (2007) <i>Doing Practitioner Research</i> London: Sage.	☒
Further	Gregory, I (2003) <i>Ethics in research</i> . Continuum, London	☐
Further	Hart, C. (2001) <i>Doing a Literature Review: a comprehensive guide for the social sciences</i> . London: Sage.	☐
Further	Mitchell, M (2017) 'In and Out of the Rabbit Hole: Unpacking the Research Proposal'. <i>Evidence Based Library and Information Practice</i> , 01 June 2017, Vol.12(2), pp.65-67 [Peer Reviewed Journal]	☒
Further	Nowotny, H., Scott, P. & Gibbons, M. (2003). 'Mode 2 revisited: the new production of knowledge'. <i>Minerva</i> 41, 179-194.	☒
Further	McCarten, K. and Robson, C. (2015) <i>Real world research: a resource for users of social research methods in applied settings</i> (5 th edition). Wiley, Chichester.	☐
Further	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) <i>Succeeding with your doctorate</i> , London: Sage	☒

Module Code	BMDP7004
Title	Prior Learning Assessment and Recognition
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide an opportunity to articulate prior learning.
- To enable the student to review, evaluate and reflect critically upon their own learning experience and its value for practice-based research.

LEARNING OUTCOMES

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

- articulate learning outcomes and learning from the professional role, and other activities
- explain the value of the learning outlined to future practice-based research.

INDICATIVE CONTENT

- Identification of at least one distinct area of learning, and associated learning outcomes.
- Critical evaluation of prior learning.
- Discussion of the role of the learning area(s) in future practice-based research

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	--	--
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

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

Mode of assessment	Volume	Weighting
Essay with supporting information	7500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7004	
Module Title	Prior Learning Assessment and Recognition	
Classification	Reading List entry	Electronic*
Essential	Day, M. (2013) <i>Assessment of Prior Learning: A Practitioner's Guide</i> . Cengage Learning Vocational.	☒
Essential	Challis, M. (2017) <i>Introducing APEL</i> (3rd edition). Taylor & Francis	☒
Essential	Webster-Wright, A. (2010) <i>Authentic Professional Learning: Making a Difference Through Learning at Work</i> Dordrecht: Springer.	☒
Essential	Additional reading related to specific learning areas	☐
Further	Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First-Time Researchers</i> . 6th ed. Maidenhead: McGraw-Hill Education.	☒
Further	Boud, D., Docherty, P. and Cressey, P. (2005) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Costley, C., Elliott, G., and Gibbs, P. (2010) <i>Doing Work Based Research</i> . London: Sage.	☒
Further	Gray, D. (2014) <i>Doing Research in the Real World</i> . London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994) <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i> . London: Sage.	☒
Further	Rossman, G. B. and Rallis, S.F (2016) <i>An Introduction to Qualitative Research: Learning in the Field</i> . 4th ed. London: Sage.	☐
Further	Wenger-Trayner, E., Hutchinson, S., Kubiak, C., Wenger-Trayner, B. and Fenton-O'Creevy, M. (2015) <i>Learning in Landscapes of Practice</i> . 1st ed. London: Routledge.	☒

Module Code	BMDP7005
Title	Prior Learning Assessment and Recognition
Date	14/12/2022
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

- To provide an opportunity to articulate prior learning.
- To enable the student to review, evaluate and reflect critically upon their own learning experience and its value for practice-based research

LEARNING OUTCOMES

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

- articulate learning outcomes and learning from the professional role, and other activities
- explain the value of the learning outlined to future practice-based research.
- critically analyse how learning has taken place.

INDICATIVE CONTENT

- Identification of at least two distinct areas of learning, with associated learning outcomes.
- critical evaluation of prior learning.
- Discussion of the role of the learning area(s) in future practice-based research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	10%
Independent learning	540	90%
Placement learning	--	--
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

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

Mode of assessment	Volume	Weighting
Essay with supporting information	15,000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7005	
Module Title	Prior Learning Assessment and Recognition	
Classification	Reading List entry	Electronic*
Essential	Day, M. (2013) <i>Assessment of Prior Learning: A Practitioner's Guide</i> . Cengage Learning Vocational.	☒
Essential	Challis, M. (2017) <i>Introducing APEL</i> (3rd edition). Taylor & Francis	☒
Essential	Webster-Wright, A. (2010) <i>Authentic Professional Learning: Making a Difference Through Learning at Work</i> Dordrecht: Springer.	☒
Essential	Additional reading related to specific learning areas	☐
Further	Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First-Time Researchers</i> . 6th ed. Maidenhead: McGraw-Hill Education.	☒
Further	Boud, D., Docherty, P. and Cressey, P. (2005) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Costley, C., Elliott, G., and Gibbs, P. (2010) <i>Doing Work Based Research</i> . London: Sage.	☒
Further	Gray, D. (2014) <i>Doing Research in the Real World</i> . London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994) <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i> . London: Sage.	☒
Further	Rossman, G. B. and Rallis, S.F (2016) <i>An Introduction to Qualitative Research: Learning in the Field</i> . 4th ed. London: Sage.	☐
Further	Wenger-Trayner, E., Hutchinson, S., Kubiak, C., Wenger-Trayner, B. and Fenton-O'Creevy, M. (2015) <i>Learning in Landscapes of Practice</i> . 1st ed. London: Routledge.	☒

Module Code	BMDP7006
Title	Prior Learning Assessment and Recognition
Date	14/12/2022
Level	7
Credits	90
Pre-Requisites	None

AIM(S)

- To provide an opportunity to articulate prior learning.
- To enable the student to review, evaluate and reflect critically upon their own learning experience and its value for practice-based research.

LEARNING OUTCOMES

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

- articulate learning outcomes and learning from the professional role, and other activities;
- explain the value of the learning outlined to future practice-based research.
- critically analyse how learning has taken place
- critically evaluate how a limited range of concepts, models or theories has supported practice in the workplace.

INDICATIVE CONTENT

- Identification of at least three distinct areas of learning, and associated learning outcomes.
- critical evaluation of prior learning.
- Discussion of the role of the learning area in future practice-based research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	90	10%
Independent learning	810	90%
Placement learning	--	--
TOTAL	900	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay with supporting information	22,500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7006	
Module Title	Prior Learning Assessment and Recognition	
Classification	Reading List entry	Electronic*
Essential	Day, M. (2013) <i>Assessment of Prior Learning: A Practitioner's Guide</i> . Cengage Learning Vocational.	☒
Essential	Challis, M. (2017) <i>Introducing APEL</i> (3rd edition). Taylor & Francis	☒
Essential	Webster-Wright, A. (2010) <i>Authentic Professional Learning: Making a Difference Through Learning at Work</i> Dordrecht: Springer.	☒
Essential	Additional reading related to specific learning areas	☐
Further	Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First-Time Researchers</i> . 6th ed. Maidenhead: McGraw-Hill Education.	☒
Further	Boud, D., Docherty, P. and Cressey, P. (2005) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Costley, C., Elliott, G., and Gibbs, P. (2010) <i>Doing Work Based Research</i> . London: Sage.	☒
Further	Gray, D. (2014) <i>Doing Research in the Real World</i> . London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994) <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i> . London: Sage.	☒
Further	Rossmann, G. B. and Rallis, S.F (2016) <i>An Introduction to Qualitative Research: Learning in the Field</i> . 4th ed. London: Sage.	☐
Further	Wenger-Trayner, E., Hutchinson, S., Kubiak, C., Wenger-Trayner, B. and Fenton-O'Creevy, M. (2015) <i>Learning in Landscapes of Practice</i> . 1st ed. London: Routledge.	☒

Module Code	BMDP7007
Title	Prior Learning Assessment and Recognition
Date	14/12/2022
Level	7
Credits	120
Pre-Requisites	None

AIM(S)

- To provide an opportunity to articulate prior learning.
- To enable the student to review, evaluate and reflect critically upon their own learning experience and its value for practice-based research.

LEARNING OUTCOMES

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

- articulate learning outcomes and learning from the professional role and other activities.
- explain the value of the learning outlined to future practice-based research.
- critically analyse how learning has taken place.
- critically evaluate how a range of concepts, models, theories and other subject-specific knowledge has supported practice in the workplace.

INDICATIVE CONTENT

- Identification of at least four distinct areas of learning, and associated learning outcomes.
- Critical evaluation of prior learning.
- Discussion of the role of the learning area in future practice-based research

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	120	10%
Independent learning	1080	90%
Placement learning	--	--
TOTAL	1200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay with supporting information	30,000 words equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	--
Coursework	100%
Practical	--
TOTAL	1200

INDICATIVE READING LIST

Module Code	BMDP7007	
Module Title	Prior Learning Assessment and Recognition	
Classification	Reading List entry	Electronic*
Essential	Day, M. (2013) <i>Assessment of Prior Learning: A Practitioner's Guide</i> . Cengage Learning Vocational.	☒
Essential	Challis, M. (2017) <i>Introducing APEL</i> (3rd edition). Taylor & Francis	☒
Essential	Webster-Wright, A. (2010) <i>Authentic Professional Learning: Making a Difference Through Learning at Work</i> Dordrecht: Springer.	☒
Essential	Additional reading related to specific learning areas	☐
Further	Bell, J. and Waters, S. (2014) <i>Doing Your Research Project: A Guide for First-Time Researchers</i> . 6th ed. Maidenhead: McGraw-Hill Education.	☒
Further	Boud, D., Docherty, P. and Cressey, P. (2005) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Costley, C., Elliott, G., and Gibbs, P. (2010) <i>Doing Work Based Research</i> . London: Sage.	☒
Further	Gray, D. (2014) <i>Doing Research in the Real World</i> . London: Sage.	☒
Further	Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M. (1994) <i>The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies</i> . London: Sage.	☒
Further	Rossmann, G. B. and Rallis, S.F (2016) <i>An Introduction to Qualitative Research: Learning in the Field</i> . 4th ed. London: Sage.	☐
Further	Wenger-Trayner, E., Hutchinson, S., Kubiak, C., Wenger-Trayner, B. and Fenton-O'Creevy, M. (2015) <i>Learning in Landscapes of Practice</i> . 1st ed. London: Routledge.	☒

Module Code	BMDP7008
Title	Qualitative Research Methods
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide a comprehensive grounding of the rationale and principles of qualitative data collection and analysis.
- To equip the student with the knowledge required to undertake qualitative research at doctoral level.

LEARNING OUTCOMES

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

- critically consider the underpinnings of qualitative research principles, and be able to recognise strengths and limitations of qualitative research techniques;
- critically assess the contexts appropriate for qualitative research, and be able to apply qualitative data collection and analysis techniques in order to address a research question.

INDICATIVE CONTENT

- Foundation for Qualitative Research (philosophical underpinning)
- The Planning and Formulation of Qualitative Research
 - Issues of Credibility
 - Moral and Ethical Perspectives in qualitative research
 - Researcher Role (Reflexivity)
- Qualitative Data Collection
 - Interviewing techniques, practice and issues (sensitivity, informal interviewing, repeat interviewing)
 - Observational Research
 - Case studies
 - Ethnography (researcher roles, participant/structured observation)
 - Visual and Documentary Data
- Approaching the Analysis of Qualitative Data
 - Analysis through Mechanical/Abstraction/Coding
 - Analytical aids and the use of software to facilitate qualitative analysis
- Communicating Qualitative Findings (researcher voice, style, structure)

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	--	--
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Article (of a publishable standard)	7,500 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7008	
Module Title	Qualitative Research Methods	
Classification	Reading List entry	Electronic*
Essential	Vanover, C., Saldana, J. and Mihas, P. (2021) Analyzing and Interpreting Qualitative Research, London: Sage.	☒
Essential	Silverman, D. (2020) Qualitative Research, 5th Ed., London: Sage.	☒
Essential	Gray, D. (2019) Doing Research in the Business World, 2 nd Ed., London: Sage.	☒
Further	Lund, A., Minton, A., Helyer, R. and Wall, T. (2020) The Work-based Learning Student Handbook	☐
Further	Creswell, J.W. (2012) Qualitative Inquiry and Research Design: Choosing Among Five Approaches, 3 rd Ed., London: Sage.	☐
Further	Costley, C., Elliott, G. and Gibbs, P. (2010) Doing Work based Research: approaches to enquiry for insider-researchers London: Sage	☒
Further	Gibbs, G. (2008) Analysing Qualitative Data (Qualitative Research Kit), London: Sage.	☐
Further	Gill, J. and Johnson, P. (2002) Research Methods for Managers, 3 rd Ed., London: Sage.	☐
Further	Easterby-Smith, M., Thorpe, R. and Jackson, P (2012 4 th ed). Management Research, London: Sage	☐
Further	Gobo, G. (2008) Doing Ethnography, London.	☒

Module Code	BMDP7008	
Module Title	Qualitative Research Methods	
Classification	Reading List entry	Electronic*
Further	King, N. and Horrocks, C. (2010) Interviews in Qualitative Research, London: Sage.	☐
Further	Bennett, J. (2009) Doing your social science Work-Based Research Project, London: Sage.	☐
Further	Boeije, H.R. (2009) Analysis in Qualitative Research, London: Sage	☐
Further	Marshall, C. and Rossman, G.B. (2010) Designing Qualitative Research, 5 th Ed., London: Sage.	☐
Further	Ritchie, L. and Lewis, J. (2003) Qualitative Research Practice: A Guide for Social Science Learners and Researchers, London: Sage.	☐

Module Code	BMDP7009
Title	Quantitative Research Methods
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To equip learners with the necessary knowledge to undertake doctoral level research involving quantitative research methods.

LEARNING OUTCOMES

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

- Critically assess the appropriate contexts for using quantitative research techniques, the philosophical underpinnings, strengths and limitations of quantitative research;
- Design a quantitative research project, with particular attention to hypotheses, data sources, secondary data sources, sampling and questionnaire design;
- Select from and implement a range of quantitative analysis techniques in order to address a particular research question;
- Critically evaluate quantitative research papers in the candidate's subject area of interest.

INDICATIVE CONTENT

- The world in numbers (measurement and operationalisation)
- Quantitative study design and philosophy – theories and data; hypothesis testing; assumptions of quantitative research; debates and paradigms in quantitative study design; statistical modelling
- Using archival and other secondary data sources
- Survey and questionnaire design
- Sampling strategies and power calculations
- Graphical and numerical techniques for the exploration of large data sets
- Variable types, descriptive and inferential statistics
- Assumptions and execution of parametric statistical tests and modelling, e.g. t-test, correlation, regression
- Nonparametric tests and when to use them
- Exploratory factor analysis
- The use of statistical software packages such as SPSS in research – how to input and manipulate data in SPSS, run statistical analyses and interpret output
- Interpreting and writing reports of quantitative findings

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	--	--
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research article	7500 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7009	
Module Title	Quantitative Research Methods	
Classification	Reading List entry	Electronic*
Essential	Byrne, D. (2002) Interpreting Quantitative Data, London: Sage.	☒
Essential	O'Dwyer, & Bernauer, J. A. (2016). Quantitative research for the qualitative researcher. SAGE.	☒
Further	Saunders, Lewis, P., & Thornhill, A. (2019). Research methods for business students (Eighth Edition.). Pearson.	☒
Further	Gorard. (2003). Quantitative methods in social science research. Continuum	☒
Further	Waters. (2011). Quantitative methods for business (Fifth edition.). Financial Times Prentice Hall.	☒
Further	Bryman, & Cramer, D. (2011). Quantitative data analysis with IBM SPSS 17, 18 and 19 : a guide for social scientists. Routledge	☒
Further	Field, A. (2013) Discovering Statistics Using IBM SPSS Statistics, 4th ed. London: Sage. (key chapters available on Moodle)	☐
Further	Argyrous, G. (2005) Statistics for Research: with A Guide to SPSS, 2nd ed, London: Sage	☐
Further	Berkman, & Reise, S. P. (2016). A conceptual guide to statistics using SPSS. SAGE.	☒
Further	Berenson, Levine, D., Krehbiel, T., & Stephan, D. (2013). Basic Business Statistics. (12th ed.). Pearson	☒

Module Code	BMDP7009	
Module Title	Quantitative Research Methods	
Classification	Reading List entry	Electronic*
	Education UK.	
Further	Bryman. (2016). Social research methods (5th ed.). Oxford University Press.	☐
Further	Easterby-Smith, Jackson, P., & Thorpe, R. (2012). Management research. (4th ed. / Mark Easterby-Smith, Richard Thorpe and Paul Jackson.). SAGE.	☐
Further	Pallant. (2013). SPSS survival manual : a step by step guide to data analysis using IBM SPSS (5th ed.). McGraw Hill.	☐

Module Code	BMDP7010
Title	Review of Professional Learning
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- The rationale underpinning this module is that a student must show they are equipped, in terms of professional experience, for the high-level work required on the DProf programme. Consequently, the aim of this module is to engage the student in the critical analysis of the range and depth of their learning and professional capabilities, and to make connections between known and unknown areas of specialized knowledge to allow for adaptation and change which may have a direct effect on improving their professional practice.

LEARNING OUTCOMES

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

- undertake an analysis of their professional experience and its operational context, and thereby identify the range and depth of their existing professional knowledge and capabilities.
- reflect on key learning points in their careers, and evaluate how they manage their own learning, solve problems and undertake leadership and project management responsibilities;
- demonstrate an awareness of the need to explore concepts, theories and models, including issues beyond their immediate area of workplace practice;
- synthesise this review into an argument for:-
 - how work already undertaken, is relevant to both the level and proposed focus of the doctoral work to be subsequently undertaken on the programme. (Professional Doctorate pathway) or
 - developing a focused personal development plan, to achieve their next position within their organisation.

INDICATIVE CONTENT

- Identify the high-level informal learning the student has achieved, much of which is largely implicit or regarded as part of a person's general capability, rather than something that has been observably learned or planned within formal study. Discourse about learning is dominated by non-contextualised, explicit knowledge; so the student often finds it difficult to describe more complex aspects of their professional knowledge and work, and the nature of their expertise. Different typologies of informal learning will be analysed and used to support the identification and analysis of learning. More formalised learning will also be articulated and reviewed.
- Identify through the learning review what the student has already learnt, and support the recognition of proposed learning needed in relation to their work. The student will

engage with various codifications of knowledge and its disciplinary or non-disciplinary base, to enable the exploration of the types and forms of knowledge they use within their professional practice, and its relationship with current theory and models. This will be undertaken whilst managing the self, the job, and the continuation of learning, in a context of constrained time and resources, conflicting priorities and complex inter- and intra- professional relationships. (The plan will also evidence whether a claim can be made for credit for experiential learning).

- Create an individual learning plan which will be the basis of the rest of the learning programme. The student will be given guidance and advice on how to analyse their own competences, needs, wants and aspirations in the context of their specific workplace setting. Knowledge acquisition will be related to complex areas and the student will be required to master a broad personal or formal knowledge base relating to their area of work and its wider context. In addition, they will be expected to develop and evaluate a range of concepts, theories and models which apply to their own work. The plan should include the use of practical, methodologically sound research to contribute to their work.

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	--	--
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	12 elements or 7500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7010	
Module Title	Review of Professional Learning	
Classification	Reading List entry	Electronic*
Essential	Boud, D., 2001. Using journal writing to enhance reflective practice. <i>New directions for adult and continuing education</i> , 2001(90), pp.9-18.	☒
Further	Costley, C., Elliott, G.C. and Gibbs, P., 2010. <i>Doing work based research: Approaches to enquiry for insider-researchers</i> . Sage.	☐
Essential	Fillery-Travis, A.J., 2014. The framework of a generic DProf programme—a reflection on its design, the relational dimension for candidates and advisers and the potential for knowledge co-creation. <i>Studies in Higher Education</i> , 39(4), pp.608-620.	☒
Further	Coffield, F., Moseley, D., Hall, E. and Ecclestone, K. (2004) <i>Learning Styles and Pedagogy in Post-16 Learning: a systematic and critical review</i> . London: Learning and Skills Research Centre. University of Newcastle upon	☐
Further	Collins R. and Fillery-Travis A. 2015 Transdisciplinary Problems: The Teams Addressing them and their Support Through Team Coaching. In: Gibbs P. (eds) <i>Transdisciplinary Professional Learning and Practice</i> . Springer, Cham	☒
Further	Honey, P. and Mumford, A. (1995) <i>Using Your Learning Styles</i> . Maidenhead: Peter Honey Publications	☒
Further	Moon, J. A. (2006) <i>Learning Journals - A Handbook for Reflective Practice and Professional Development</i> , Abingdon: Routledge.	☐
Further	Schohn, D.A., 1983. <i>The reflective practitioner: How professionals think in action</i> . Basic books.	☒
Further	TyneLundgren, H. and Poell, R.F., 2016. On critical reflection: A review of Mezirow's theory and its operationalization. <i>Human Resource Development Review</i> , 15(1), pp.3-28.	☒
Further	Websites: http://www.learningstyles.net/ http://psychology-tools.com/myers-briggs-type-indicator/ http://vark-learn.com/the-vark-questionnaire/	

Module Code	BMDP7002
Title	Practitioner Learning Project (Intermediate)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

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 vigorous ethical standards by the University.
- The student will conduct their study as they have designed it, with ongoing support from an individual project tutor.
- The student will analyse their data using appropriate methods.
- The student will conduct their project with support from an individual project tutor.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal and report	6000 words	80%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	9 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7002	
Module Title	Practitioner 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	BMDP7001
Title	Practitioner Learning Project (Extended)
Date	14/12/2022
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal and Report	12,000 words	80%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP7001	
Module Title	Practitioner Learning Project (Extended)	
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	BMDP8000
Title	Work-based Research Project
Date	14/12/2022
Level	8
Credits	360
Pre-Requisites	ALL Part I Modules

AIM(S)

- To undertake work-based practitioner research addressing a topic of sufficient scope and depth to develop and extend the student's capacity for critical analysis and independent thought.
- To create and interpret new professional knowledge and practice, through original research or other advanced scholarship, of a quality to satisfy professional standards, extend the forefront of the professional or organisational field, and merit publication of public value .

LEARNING OUTCOMES

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

- demonstrate a systematic acquisition of a substantial body of knowledge at the forefront of an area of professional or organisational practice;
- demonstrate an advanced ability to conceptualise, design and implement a project to generate new knowledge, and to adjust project design in the light of unforeseen problems; apply understanding at the forefront of the practice;
- demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry.

INDICATIVE CONTENT

- Planning, management and execution of an in-depth research project with a work-based focus, to produce new, original knowledge.
- Use of a range of project management skills to manage time and other resources, manage relationships, and maintain regular communication.
- Understanding, and assimilation, of practical issues of work-based practitioner research including: independent learning and development; stakeholder interests; ethical considerations; insider research.
- Exploration of appropriate literature, and production of a literature review, which shows advanced conceptual and theoretical understanding and a high level of critical evaluation.
- Ability to justify and use appropriate methods of qualitative and/or quantitative research and data analysis to meet the needs of the chosen topic.
- Ability to synthesise and interpret data generated by research, and evaluate this in the context of appropriate literature and professional practice
- Establishment of clear links between research and professional practice, with indications of how research outputs could enrich or improve practice.

- Ability to articulate all aspects of the research project in a clear and logical way, and to produce a thesis which includes a well-argued discussion of research findings, and clear conclusions.

Study Time Allocation

The learning, teaching and assessment strategy of this level 8 research module conforms with that specified in Chapter 8 of the Academic Quality Handbook and the associated Code of Practice for Research Degrees. The assessment includes a *viva voce* examination in addition to the thesis.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	180	5%
Independent learning	3420	95%
Placement learning	--	--
TOTAL	3600	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Work-based research project (and associated <i>viva voce</i>)	60,000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMDP8000	
Module Title	Work-based Research Project	
Classification	Reading List entry	Electronic*
	<i>Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.</i>	
Essential	Bell, J. (2005) <i>Doing your research project</i> . (4th edition) Maidenhead: Open University Press.	☒
Essential	Dunleavy, P. (2003) <i>Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Work-Based Research Project</i> . Houndmills: Palgrave Macmillan.	☒
Essential	Thomas, D. (2016) <i>The PhD Writing Handbook</i> . Palgrave Macmillan.	☒
Further	Hart, C. (2001) <i>Doing a Literature Review: a comprehensive guide for the social sciences</i> . London: Sage.	☐

Module Code	BMDP8000	
Module Title	Work-based Research Project	
Classification	Reading List entry	Electronic*
Further	Ridley, D (2012) <i>The literature review: a step-by-step guide for students</i> (2 nd edition). Sage, London	☐
Essential	Wellington, J., Bathmaker, A., Hunt, C., McCulloch, G. and Sikes, P. (2005) <i>Succeeding with your doctorate</i> , London: Sage	☒
Further	Arbnor, I. and Bjerke, B. (2008) <i>Methodology for Creating Business Knowledge</i> London: Sage.	☒
Further	Bryman (2016) <i>Social Research Methods</i> (5 th edition). Oxford: Oxford University Press (key chapters available on Moodle)	☐
Further	Craig, H and Perry, J. (2013) 'The Role of Research in the Professional Doctorate'. <i>Planning and Changing</i> , 44(3-4), p.181-195	☒
Further	Field, A. (2009) <i>Discovering Statistics Using SPSS for Windows</i> , 3 rd ed. London: Sage. (key chapters available on Moodle)	☐
Further	James, E., and Slater, T. (2013) <i>Writing your doctoral dissertation or thesis faster: A Proven Map to succeed</i> . London: Sage.	☐
Further	Pallant, J. (2020) <i>SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS</i> . London: Open University Press.	☐
Further	Schostak, J. and Schostak, J. (2008) <i>Radical research: Designing, developing and writing research to make a difference</i> . London: Routledge	☒
Further	Scott, D., Brown, A., Lunt, I. and Thorne, L. (2009) <i>Professional Doctorates: Integrating Professional and Academic Knowledge</i> Maidenhead: Society for Research into Higher Education and Open University Press	☒
Further	Shotter, J. (2012) "Situating Dialogic Action Research Disclosing 'Beginnings' for Innovative Change in Organizations". <i>Organizational Research Methods</i> , vol 13, no 2, pp. 268–85.	☒
Further	Silverman, D. (2021) <i>Doing Qualitative Research</i> . 6 th ed., London: Sage	☐
Further	Teddlie, C. and Abbas, T. (2009) <i>Foundations of Mixed Methods Research</i> . London: Sage.	☐