

PROGRAMME OF STUDY HANDBOOK

Professional Practice Framework

LEVEL 4, 5, 6 & 7

School of Business

Faculty of Arts and Social Studies

2011-2012

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study. 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.

The focus of our Professional Practice Framework qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales: Trinity Saint David acknowledges the importance of student-focused courses, and has designed the Professional Practice Framework portfolio of qualifications to maximise blended learning and technology-enhanced learning opportunities for all.

CURRENT MEMBERS OF CORE STAFF TEAM:



Dr. Liz Wilson

Programme Coordinator -
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and Associate Professor Work-
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Dr Liz Wilson is a specialist in the field of work based learning, with a number of research activities and publications. She has a PhD in English and is a Chartered Fellow of the Institute of Personnel and Development (FCIPD). She leads the development of work-based learning for the University of Wales Trinity Saint David. She has been a teacher for the Open University 'Openings' programme and the OU Business School and for a number of years and has been External Examiner for three universities on their work-based learning programmes.

Liz is an active researcher in the field of education and training and has presented papers at national and international conferences. She has published in education journals, and is co-author of two study skills books for adult learners. Prior to moving into higher education Liz had 20 years' experience as a teacher, staff developer and

senior manager in the post-compulsory education sector. Her final post was as Director of Staff and Student Services for a large FE college where she also chaired the local CIPD branch.



Dr. Elsie Reynolds

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Dr Elsie Reynolds has specialised in the field of bilingualism having been a bilingual administrator before returning to education as an adult learner. In addition to being a lecturer in management, education and administration she has also managed bilingualism within an educational institution. She has an MA in Education and Training and a PhD in Bilingualism which included devising and evaluating a staff development programme for employees working in a bilingual situation. Although she has developed courses in a variety of vocational and professional areas which include administration, business, education, management, mentoring and training she continues to research into current practice on the way organisations create a bilingual ethos, staff development, management and bilingualism.

She is also committed to supporting personal and professional development within the workplace having undertaken staff development training and consultancies in the public and private sectors for many years. She has presented a number of papers at various conferences and undertaken consultations and training in a number of organisations in Britain and Europe.

Her current research interests are professional practice and work based learning (WBL) and more especially the accreditation of prior experiential learning. She leads on Quality Assurance in the Assessment of WBL within the team and on Peer Observation within the school. She has recently researched and prepared comprehensive on-line resources to support learners in their claim for credit for learning achieved in the workplace and is Project Manager for an ESF funded programme LATERAL which supports SMEs to achieve the Accreditation of Prior Learning from their workplace practice.



Nick Samuel

Welsh Medium Workforce
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Nick has over 30 years experience working for a multinational, blue-chip, manufacturing organisation - in both the magnetic media and healthcare sectors. Of these 30 years, 25 years were spent in supervision and management with the last 10 years being in the Human Resource, Learning and Development and Community Relations arenas.

Nick is the project manager for the ESF funded project 'Mentoring our Workforce'. He has extensive experience in the use of Psychometric tools, and is an accredited practitioner for Myers Briggs, Insights and SHL's OPQ32. He has an MSc in Human Resource Management, BSc in Science and Technology and is a Chartered Fellow of the Chartered Institute of Personnel and Development.

Nick's interests include gardening, music and supporting local community work.



Andy Edwards

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Andy is a former chief officer with thirty two years experience within the police service, having served with two Welsh police forces in a variety of operational and administrative roles. He has a wealth of command experience and has been responsible for leading police and multi agency operations ranging from the investigation of serious crimes in action, counter terrorism operations, firearms operations, cold case homicide reviews and public protest through to the management of critical incidents, complex internal investigations and the development of all Wales policing strategies.

As the country's first regionally appointed chief officer he developed collaborative working between the four police forces in Wales, leading joint approaches in a range of operational and organisational support functions. Acknowledged as an enthusiastic developer of people he led on the attainment by Dyfed-Powys police of numerous Charter Mark and Investors in People awards.

He has interests in leadership development, organisational cultures and reflective practice.



Lynsey Harries

Project Officer: Mentoring our
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Lynsey is the Project Officer for the ESF funded project Mentoring our Workforce. Her role is to engage with businesses across the Convergence areas in Wales in order to promote the benefits developing a Mentoring approach suitable to the needs of SME's both in the private and third sector.

Lynsey became a member of the Work Based learning team in 2010 having previously worked for the GO Wales project at the University.

Lynsey has a wide experience of delivering funded projects for both the third and private sector. Her career to date includes a post as a Development Officer with Communities First and a Fundraising Officer for a Charity for which she secured over £1million pounds worth of funding.

Lynsey is also a Director for a Social Enterprise; Mess up the Mess Theatre Company which engages with young people and professional artists to deliver exciting and innovative projects on local, national and international levels.

Lynsey is currently studying towards Prince 2.



Lowri Harris

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Lowri is the Project Officer for the ESF funded project LATERAL, which is a fully bilingual project based on accrediting prior learning. Lowri's role involves engaging with businesses across the Convergence areas in Wales in order to promote both the work-based learning department and the funded modules available for business, charities and social enterprises.

Lowri joined the work-based learning team in 2010 as a project officer on the LATERAL project. Previous to this role, Lowri worked in Tinopolis for eight years as a project manager where she gained considerable experience within the elearning and new media industry and also gained a PRINCE2 qualification.

Lowri has previously worked with both the public and private sector with a client list including the BBC, Ufi Learndirect, DCELLS, DEINS, Wales Cooperative, Basic Skills Agency. She has direct experience of working on several large Public Sector commissioned education projects and has built considerable experience in managing communication and building relationships with stakeholders.

Lowri studied for a BA Joint Honours in French and Spanish from the University of Wales, Swansea and subsequently progressed to undertaking an MSc in Multimedia (elearning) from the University of Glamorgan.

Lowri is also a volunteer chairperson for Cylch Meithrin Llanddarog, helping with fund raising and general decision making.

Lowri is a member of the Chartered Institute of Marketing, and is nearing completion of a Professional Diploma in Marketing (CIM).



Catrin Evans

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Catrin started at the University as a Administrator on both the LATERAL and the Mentoring ESF funded projects. Catrin's role was to coordinate the learners and audit requirements for the projects. Catrin quickly progressed on to become the Project Officer for the ESF funded project ELEVATE, which is a fully bilingual project based on Leadership and Management. Catrin's role involves engaging with businesses across the Convergence areas in Wales in order to promote both the work-based learning department and the funded modules available for business, charities and social enterprises.

Catrin joined the work-based learning team in 2010 as an administrator for the ESF projects available within the departments and currently as a Project Officer for the Elevate Project. Previous to this role, Catrin worked for the Mid and West Wales Fire and Rescue Service within the HR department where she gained considerable experience in HR administrative duties.

Previous to this, Catrin studied for a BSc Honours in Accounting and Finance from the University of Wales, Aberystwyth.

Catrin is a member of The Institute of Certified Bookkeepers and is currently studying with the Home Learning College towards a bookkeeping Qualification.



Rhianon Washington

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Rhianon Washington is a specialist in mentoring and is in the final year of the Doctorate of Coaching and Mentoring. She has written for educational and industry publications and presented at a variety of seminars and conferences on a range of subjects from emotional intelligence to neuro-linguistic programming.

On gaining her PGCE she joined the NHS working as an IT trainer in Swansea before moving to Coventry as a Learning Advisor and then Manchester as Senior Trainer on a regional mentoring scheme.

Rhianon achieved an MA in Professional Development, Education and Training and as part of her research explored the positive benefits of mentoring systems in the NHS and became drawn to the, albeit rare, negative experiences of mentoring. This led to her doctoral thesis examining 'toxic' mentoring, its causes and remedies.

As a product of lifelong learning Rhianon is passionate about helping people develop their potential. She lives in Pontarddulais with her husband David where they enjoy walking their dog, eating out and relaxing with a good book.

**Contact details for the School's Director of Undergraduate /
Postgraduate Studies are:**

Undergraduate:

Postgraduate: Dr Gill Venus 01570 424882 j.venus@tsd.ac.uk

BILINGUALISM

The University of Wales Trinity Saint David has a long and proud record of providing Welsh medium Higher Education and is the only Higher Education Institution in Wales to include within its mission statement a clear reference to a bilingual teaching environment.

There is a genuine commitment from the institution not only to further expand its Welsh medium provision but also to greatly increase its bilingual teaching. It is hoped that by offering bilingual provision that more and more students will gain enough confidence in their use of the language to study certain modules through the medium of Welsh. It is possible to undertake most modules within the Professional Practice Framework through the medium of Welsh.

PASTORAL SUPPORT

Each student will be allocated a Programme Advisor who will act as a personal tutor at the beginning of their studies. They will help to guide you through your course of studies, and are a point of contact who can ensure you are able to access more specialised student support services, should you require this.

Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate / Postgraduate Student Guide*, and reference is also made to it in the *Student Survival Guide*.

University of Wales Trinity Saint David has a strong commitment to work-based, distance, part-time and eLearning learners, and a full range of services is accessible through Student Services. (See Student Survival Guide, which can be found on Moodle - the University's Virtual Learning Environment). You can find them by accessing these hyperlinks:

<http://learning.lamp.ac.uk/>

Administrative Procedures

Details of the administrative procedures are contained in the *University Regulations – Undergraduate / Postgraduate Student Guide*.

All relevant forms (e.g. essay submission form, dissertation form, extension request form) can be found in the Undergraduate / Postgraduate student section on the University's VLE and / or on the University's intranet.

THE ACADEMIC YEAR

For Work-based Learners, a rolling programme of induction and study is used, which means that you may commence your study at any time. There are, however, still timelines and key dates in the academic year that you will need to be aware of.

Deadlines for submission of work for each learner will be negotiated on an individual basis with the Programme Advisor but it is expected that learners will take, on average, no more than a three month period to complete the study and assessment of a 20 credit module. The ability to self manage your time and resources so as to meet this expectation is a crucial skill for all learners, and your programme advisor and module tutor will support you in this regard.

All work submitted for assessment will be marked by Trinity Saint David academic staff, but must also be passed before an examination board before any certificate, diploma or degree may be awarded. Therefore, although you may commence your studies at any time, your date of award upon successful completion will be influenced by the next available examination board date. Examination boards are held throughout the year – details of which will be posted on the Virtual Learning Environment.

PERSONAL INFORMATION

It is vitally important that the University's Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems;

- delay in obtaining your student loan (where applicable);
- failure to keep you generally informed;
- failure to contact you in an emergency;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Please note that the University reserves the right to charge you an administrative fee of £10 if you fail to provide this information, without good cause, within two weeks of registering.

As the Professional Practice Framework is a rolling programme, your period of study for a module may span one or more academic years. You will be required to complete enrolment forms for each academic year during which you study. As an example, if you enrol to start a programme of study prior to the month of June in any year, you would be required to re-enrol during the following October.

You are also required to provide the Registry with a Medical Certificate if you are unable to complete your coursework by the published deadline. Your doctor may charge a fee for producing a Medical Certificate if you have been ill for less than 7 days. Since coursework assessment tasks are set at the start of each module, it should be possible for you to plan your work in such a way that production of a Medical Certificate is unnecessary unless you have been ill for more than 7 days. In other words, you should aim to complete each coursework assessment task at least a week before the hand in date.

For regulations regarding extenuating circumstances and extensions to assessment submission dates see the *Academic Quality Handbook* 7.2.15-7.2.18.

If you have any special needs in terms of assessment, it is your responsibility to liaise with student services regarding those needs at the start of the academic year, so that they can be taken into account as the assessment is planned.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Programme of Study (course)

A Programme of Study or course is the collection of modules leading to a particular award.

Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study

A level is assigned to each module to define the standard of its academic demand. During the course of the last few years, a National Qualifications Framework has been developed, incorporating both Further Education and Higher Education. Within this framework, the former Higher Education Levels 1, 2, 3 and M have been renumbered as levels 4, 5, 6 and 7.

The level is not necessarily synonymous with a year, though traditionally Level 4 will be equivalent to the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study may be defined as follows:

Level 4:

Learning accredited at this level will reflect the ability to develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Level 5:

Learning accredited at this level will reflect the ability to generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

Level 6:

Learning accredited at this level will reflect the ability to critically review, consolidate and extend a systematic and coherent body of knowledge, utilising

specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.

Level 7:

Learning accredited at this level will reflect the ability to display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision making including use of supervision. Level 7 modules will be of the standard encountered in a Master's degree. Courses using Level 7 modules will require the academic experiences and skills of a learner who possesses a degree or equivalent qualification.

Specific Work-based Learning Level Indicators:

Level 4

1. Responsibility for courses of action and their results, including wider impacts.
2. Thinking through and choosing courses of action.
3. Coping effectively with a range of unfamiliar situations and problems.
4. Recognising the implications of different issues and courses of action.
5. Identifying and evaluating the practical effects and impact of operating parameters.
6. Acting on understandings of relationships and contradictions between principles and ideas.
7. Investigating, analysing and evaluating information to identify relationships and make informed judgements.
8. Reinterpreting and combining information to develop ideas and choose courses of action or develop ways forward.
9. Designing investigations to provide new information and affect practice, including through practical investigation.
10. Evaluating the appropriateness of different approaches and their impacts.
11. Producing own ideas and developing innovative responses.
12. Developing novel solutions to problems.

Level 5

1. Responsibility across a broad area rather than for individual tasks, including for negotiating objectives and outcomes and for their wider impacts.
2. Developing thought through courses of action.

3. Coping effectively with a range of unfamiliar situations and problems.
4. Understanding the implications of different issues and courses of action.
5. Identifying dilemmas and value conflicts.
6. Identifying and evaluating the effects and impact of operating parameters and principles.
7. Drawing on a broad personal or formal knowledge base and set of mental models relating to the area of practice.
8. Developing practical theories, ideas and models including to find ways forward when faced with contradictions and gaps in theories.
9. Researching, analysing and evaluating information to identify relationships and patterns and make informed judgements.
10. Designing practical research to provide new information and affect areas of practice.
11. Evaluating the effects of options and actions, including impacts outside of the immediate context.
12. Taking innovative approaches to address issues.
13. Developing novel solutions to sets of problems.

Level 6

1. Responsibility across a broad area including for planning, resourcing and quality as well as for outcomes and their immediate and wider impacts.
2. Developing thought through courses of action.
3. Working effectively in complex and unpredictable contexts.
4. Understanding the implications of different issues and courses of action.
5. Understanding and managing dilemmas and value conflicts.
6. Identifying interrelationships between wider systems in which the area of practice is located.
7. Drawing on a broad personal or formal knowledge base and set of mental models relating to the area of practice.
8. Developing and evaluating a range of practical theories, ideas and models, including finding ways forward in problematic situations.
9. Researching, analysing and evaluating information to identify relationships and patterns and make informed judgements.
10. Designing practical, methodically sound research to provide new information and affect areas of practice.
11. Evaluating the actual and potential effect of theories and actions, including impacts outside of the immediate context.
12. Taking innovative approaches in complex situations.

13. Developing novel approaches to systems.

Level 7

1. Full responsibility for methods, actions and immediate and wider impacts which extend beyond the immediate area of practice.
2. Developing thought through courses of action which take into account issues beyond the immediate area of practice.
3. Working effectively in problematic contexts which contain value-conflicts and uncertainties which extend beyond the immediate area of practice.
4. Understanding alternative implications of different issues and courses of action.
5. Understanding and managing dilemmas and value conflicts.
6. Understanding and acting on interrelationships between wider systems in which the area of practice is located.
7. Using mastery of knowledge relating to and extending into the wider context of the area of practice.
8. Developing and critically evaluating a range of practical theories, ideas and models, including overcoming dilemmas and finding ways forward in problematic situations.
9. Researching, analysing and evaluating information to identify interrelationships between wider systems in which the area of practice is located.
10. Undertaking substantial investigation to address significant areas of practice, using methodologies which are consistent with their purposes and contexts.
11. Critically evaluating thinking, action and structural factors operating in the area of practice, including underlying assumptions, and identifying implications for wider systems beyond the area of practice.
12. Developing innovative ways forward in complex and unpredictable situations.
13. Developing novel approaches to systems.

PROGRAMME OF STUDY – OVERALL AIMS

Professional Practice Framework - Programme Specification

The overall aim of the Professional Practice Framework programme is to enable students to become effective reflective practitioners, able to define and achieve both personal and professional targets including responsibility for future learning and professional development. Successful students will be able to gain a recognised qualification at appropriate 'exit points', listed below. Awards will be titled at the award level 'in Professional Practice'.

The main educational aims of the programme are:

- to provide students with the requisite understanding of the main bodies of knowledge within the programme of study;
- to promote an understanding of the theoretical frameworks upon which good management practice is based;
- to develop transferable skills that enable students to produce organised work as individuals and as part of a team with minimum guidance.
- to study organisations, their management and the changing external environment in which they operate
- to prepare students for, and develop, of a career in business and management
- to enhance lifelong learning skills and personal development to contribute to society at large

Programme Outcomes

Knowledge and Understanding of:

- Organisations, the external environment in which they operate, how they are managed and how they respond to change.
- The internal aspects, functions and processes of organisations.
- The processes, procedures and practices for effective management.
- The effect of the external business environment upon the strategy, behaviour and management of organisations.

Cognitive Skills

- The capability to think through the implications of courses of action.
- The capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic and reasoning.
- To identify implicit values, to define terms adequately and generalise appropriately.
- The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

Practical Skills

- Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise.
- Interpersonal skills of effective listening, negotiating, persuasion and presentation.
- The ability to conduct work-based investigations either individually or as part of a team for projects and presentations.

Transferable Skills

- Effective communication, oral, and in writing, using a range of media which are widely used in business.
- Numeracy and quantitative skills including data analysis, interpretation and exploitation.
- The effective use of Communication and Information Technology for business applications.
- Effective problem solving and decision making using appropriate quantitative and qualitative skills.
- Effective performance as an individual and within a team environment.
- Learning to learn and developing an appetite for learning; reflective, adaptive and collaborative learning.

AVAILABLE AWARDS AND MODULE CREDITS

Exit Points for Awards (Levels 4, 5, 6 & 7):

Level	Statement of Achievement/Awards	Progression Points
4	Statement of Achievement at level 4 <60 credits (Academic Transcript stating modules and volume of credit)	
4	University of Wales: Trinity Saint David Certificate awarded for 60 credits at level 4	
4	Certificate of Higher Education awarded for 120 credits	120 credits, maximum 30 credits at level 3 and minimum 90 credits at level 4
5	Statement of Achievement at level 5 <60 credits (Academic Transcript stating modules and volume of credit)	
5	University of Wales: Trinity Saint David Diploma awarded for 60 credits at level 5	
5	Diploma of Higher Education awarded for 240 credits	120 credits at level 5
6	Statement of Achievement at level 6 <60 credits (Academic Transcript stating modules and volume of credit)	
6	University of Wales: Trinity Saint David Advanced Diploma awarded for 60 credits at level 6	
6	Graduate Certificate (graduate entry) awarded for 60 credits at level 6	
6	Graduate Diploma (graduate entry) awarded for 120 credits at level 6	
6	Ordinary Degree awarded for a total of 300 credits	
6	Honours Degree awarded for a total of 360 credits, including a minimum of 120 at level 5 and 120 at level 4/3	
7	Statement of Achievement 60 credits awarded at level 7 (Academic Transcript stating modules and volume of credit)	
7	Postgraduate Certificate awarded for 60 credits	Maximum of 20 credits at level 6 and minimum of 40

		credits at level 7
7	Postgraduate Diploma awarded for 120 credits	Maximum of 30 credits at level 6; minimum of 90 credits and maximum of 120 credits at level 7
7	Masters Degree	Maximum of 30 credits at level 6; minimum of 150 credits and maximum of 180 credits at level 7

MODULES OVERVIEW

Programme Co-ordinator: Dr Liz Wilson

The programme is structured in a modular format, details of which are given below. In addition, learners may wish to study any appropriate modules from a wide range of those available across University of Wales Trinity Saint David. The full range of options can be discussed with the Programme Adviser, or as part of the Learning Plan module. The Programme Adviser will ensure that each learner has a coherent learning experience which meets the programme outcomes in a balanced and progressive manner.

University of Wales Trinity Saint David encourages the use of Accreditation of Prior Learning. Two types of prior learning may be recognised, Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL). Accreditation of prior learning that has been assessed and certificated (APCL) may enable credit to be awarded, providing it forms a coherent part of the award. Accreditation of Prior Experiential Learning (APEL) may also be possible, be this through learning in the workplace, training courses, voluntary work or individual unaccredited study. Evidence must be presented to demonstrate that learning has taken place. A charge will be made for this process.

To receive credit for prior learning, you will need to make a formal claim and should seek early advice about the procedure and expectations. You will be guided through the APL process by a mentor and your claim will be assessed and approved by Trinity's quality assurance procedures. Your Programme Advisor (PA) will be able to help you with any queries that you may have.

Regulations to apply for APEL can be found in Chapter 10 of the *Academic Quality Handbook*. A copy of the APEL application form can be found on the University's VLE and intranet. Retrospective APEL claims are not normally allowed.

Recommended Modules

Learners without recent experience of studying in Higher Education are strongly recommended to complete the Work-based Learning Programme Plan module and the Working and Learning: an introduction to work-based higher education and/or the Research Methods for Work-based Learning modules to ensure they are equipped with the conceptual and practical resources to succeed in the individual work-based learning aspects of the programme.

Compulsory and Excluded Modules

Learners may only take one Work-based Learning Project module, either 30 credits or 45 credits or 60 credits, at each undergraduate level. It is a requirement that one of these modules is studied to gain each of the final awards.

Learners may only take one Competency-based Portfolio, either SBPP4009 (30 credits) or SBPP4010 (45 credits) or SBPP4011 (60 credits).

Module Code	Module Title	Credits
SBAL4000	Recognition and Accreditation of Learning	15
SBAL4000C	Cydnabod ac Achredu Dysgu	15
SBAL5000	Recognition and Accreditation of Learning	15
SBAL5000C	Cydnabod ac Achredu Dysgu	15
SBAL6000	Recognition and Accreditation of Learning	15
SBAL6000C	Cydnabod ac Achredu Dysgu	15
SBAL7000	Recognition and Accreditation of Learning	15
SBAL7000C	Cydnabod ac Achredu Dysgu	15
SBPP4001	Work-based Learning Programme Plan (LtW)	15
SBPP4001C	Cynllun Rhaglen Dysgu yn y Gwaith (LtW)	15
SBPP5001	Work-based Learning Programme Plan (LtW)	15
SBPP5001C	Cynllun Rhaglen Dysgu yn y Gwaith (LtW)	15
SBPP6001	Work-based Learning Programme Plan (LtW)	15
SBPP6001C	Cynllun Rhaglen Dysgu yn y Gwaith (LtW)	15
SBPP7001	Work-based Learning Programme Plan (LtW)	15
SBPP7001C	Cynllun Rhaglen Dysgu yn y Gwaith (LtW)	15
SBPP4002	Working and Learning: an introduction to work-based higher education (LtW)	15
SBPP4002C	Gweithio a Dysgu: cyflwyniad i Addysg Uwch yn y Gwaith (LtW)	15
SBPP5002	Working and Learning: an introduction to work-based higher education (LtW)	15
SBPP5002C	Gweithio a Dysgu: cyflwyniad i Addysg Uwch yn y Gwaith (LtW)	15
SBPP6002	Working and Learning: an introduction to work-based higher education (LtW)	15
SBPP6002C	Gweithio a Dysgu: cyflwyniad i Addysg Uwch yn y Gwaith (LtW)	15
SBPP7002	Working and Learning: an introduction to work-based higher education (LtW)	15
SBPP7002C	Gweithio a Dysgu: cyflwyniad i Addysg Uwch yn y Gwaith (LtW)	

SBPP4003	Research Methods for Work-based Learning (LtW)	15
SBPP4003C	Dulliau Ymchwil ar gyfer Dysgu yn y Gwaith (LtW)	15
SBPP5003	Research Methods for Work-based Learning (LtW)	15
SBPP5003C	Dulliau Ymchwil ar gyfer Dysgu yn y Gwaith (LtW)	15
SBPP6003	Research Methods for Work-based Learning (LtW)	15
SBPP6003C	Dulliau Ymchwil ar gyfer Dysgu yn y Gwaith (LtW)	15
SBPP7003	Research Methods for Work-based Learning (LtW)	15
SBPP7003C	Dulliau Ymchwil ar gyfer Dysgu yn y Gwaith (LtW)	15
SBPP4004	Improving Personal Effectiveness at Work (LtW)	15
SBPP4004C	Gwella Effeithiolrwydd Personol yn y Gwaith (LtW)	15
SBPP5004	Improving Personal Effectiveness at Work (LtW)	15
SBPP5004C	Gwella Effeithiolrwydd Personol yn y Gwaith (LtW)	15
SBPP6004	Improving Personal Effectiveness at Work (LtW)	15
SBPP6004C	Gwella Effeithiolrwydd Personol yn y Gwaith (LtW)	15
SBPP7004	Improving Personal Effectiveness at Work (LtW)	15
SBPP7004C	Gwella Effeithiolrwydd Personol yn y Gwaith (LtW)	15
SBPP4005	An Introduction to Mentoring	20
SBPP4005C	Cyflwyniad i Fentora	20
SBPP5005	An Introduction to Mentoring	20
SBPP5005C	Cyflwyniad i Fentora	20
SBPP6005	An Introduction to Mentoring	20
SBPP6005C	Cyflwyniad i Fentora	20

SBPP7005	An Introduction to Mentoring	20
SBPP7005C	Cyflwyniad i Fentora	20
SBPP4006/4007/4008	Work-based Learning Project	30/45/60
SBPP4006/4007/4008C	Prosiect Dysgu yn y Gwaith	30/45/60
SBPP5006/5007/5008	Work-based Learning Project	30/45/60
SBPP5006/5007/5008C	Prosiect Dysgu yn y Gwaith	30/45/60
SBPP6006/6007/6008	Work-based Learning Project	30/45/60
SBPP6006/6007/6008C	Prosiect Dysgu yn y Gwaith	30/45/60
SBPP7006/7007/7008	Work-based Learning Project	30/45/60
SBPP7006/7007/7008C	Prosiect Dysgu yn y Gwaith	30/45/60
SBPP4009/4010/4011	Competency-based Portfolio	30/45/60
SBPP4009/4010/4011C	Portffolio Cymwyseddau	30/45/60
SBPP4012	Key Skills Portfolio: Application of Number	10
SBPP4012C	Portffolio Sgiliau Allweddol: Cymhwyso Rhif	10
SBPP4013	Key Skills Portfolio: Communication	10
SBPP4013C	Portffolio Sgiliau Allweddol: Cyfathrebu	10
SBPP4014	Key Skills Portfolio: Improving own Learning and Performance	10
SBPP4014C	Portffolio Sgiliau Allweddol: Gwella'ch Dysgu a'ch Perfformiad eich Hun	10
SBPP4015	Key Skills Portfolio: Information and Communications Technology	10
SBPP4015C	Portffolio Sgiliau Allweddol: Technoleg Gwybodaeth a Chyfathrebu	10
SBPP4016	Key Skills Portfolio: Problem Solving	10
SBPP4016C	Portffolio Sgiliau Allweddol: Datrys Problemau	10
SBPP4017	Key Skills Portfolio: Working with Others	10
SBPP4017C	Portffolio Sgiliau Allweddol: Gweithio gydag Eraill	10
SBPP4018	Project Management	20
SBPP4018C	Rheoli Prosiectau	20
SBPP4019	Language Awareness – Welsh and Bilingualism	10
SBPP4019C	Ymwybyddiaeth Iaith – Y Gymraeg a Dwyieithrwydd	10

SBPP5018	Project Management	20
SBPP5018C	Rheoli Prosiectau	20
SBPP6018	Project Management	20
SBPP6018C	Rheoli Prosiectau	20
SBPP7018	Project Management	20
SBPP7018C	Rheoli Prosiectau	20
SBPP4020	Bilingualism in the Workplace	10
SBPP4020C	Dwyieithrwydd yn y Gweithle	10
SBPP5020	Bilingualism and Language Awareness in the Workplace	10
SBPP5020C	Dwyieithrwydd ac Ymwybyddiaeth Iaith yn y Gweithle	10
SBPP6020	Bilingualism and Language Awareness in the Workplace	10
SBPP6020C	Dwyieithrwydd ac Ymwybyddiaeth Iaith yn y Gweithle	10
SBPP7020	Bilingualism and Language Awareness in the Workplace	10
SBPP7020C	Dwyieithrwydd ac Ymwybyddiaeth Iaith yn y Gweithle	10
SBPP4021	Promoting Bilingualism	10
SBPP4021C	Hyrwyddo Dwyieithrwydd	10
SBPP5021	Promoting Bilingualism	10
SBPP5021C	Hyrwyddo Dwyieithrwydd	10
SBPP6021	Promoting Bilingualism	10
SBPP6021C	Hyrwyddo Dwyieithrwydd	10
SBPP7022	Bilingualism and Continuing Professional Development	20
SBPP7022C	Dwyieithrwydd a Datblygiad Proffesiynol Parhaus	20
SBPP7023	Learning for Development	20
SBPP7023C	Dysgu ar gyfer Datblygu	20
SBPP4024	Training the Trainers	20
SBPP4024C	Hyfforddi'r Hyfforddwyr	20
SBPP4025/4026/4027	Independent Study	10/20/30
SBPP4025/4026/4027C	Modwl Astudiaeth Annibynnol	10/20/30

SBPP5025/5026/5027	Independent Study	10/20/30
SBPP5025/5026/5027C	Modwl Astudiaeth Annibynnol	10/20/30
SBPP6025/6026/6027	Independent Study	10/20/30
SBPP6025/6026/6027C	Modwl Astudiaeth Annibynnol	10/20/30

SBPP7025/7026/7027	Independent Study	10/20/30
SBPP7025/7026/7027C	Modwl Astudiaeth Annibynnol	10/20/30
SBPP4028/5028/6028/7020	Language Planning and Policy	20
SBPP4028/5028/6028/7020C	Cynllunio Ieithyddol a Pholisi Iaith	20
SBPP4035	Introduction to Workplace Assessment and Dyslexia	10
SBPP4036	Equality for the Individual with Dyslexia in the Workplace	10
SBPP7028	Personal Leadership for Citizen Service	20
SBPP7029	The Political Context of Citizen Service	20
SBPP7030	Delivering Citizen Focused Outcomes	20
SBPP7031	Planning for Learning and Development	5
SBPP7031C	Cynllunio ar gyfer Dysgu a Datblygiad	5
SBPP7032	Public Service Management Wales Summer School	10
SBPP7032C	Ysgol Haf Rheoli yng Ngwasanaeth Cyhoeddus Cymru	10
SBPP7033	Public Service Management Wales Summer School Personal Development Plan	5
SBPP7033C	Cynllun Datblygiad Personol Ysgol Haf Rheoli yng Ngwasanaeth Cyhoeddus Cymru	5
SBPP4034/5034/6034/7034	An Introduction to Mentoring in the Workplace	20
SBPP4034/5034/6034/7034C	Cyflwyniad i Fentora yn y Gweithle	20
CYCP4001C	Vocational Welsh 1 (Listening and Speaking)	10
CYCP4001C	Cymraeg Galwedigaethol 1 (Gwranddo a Siarad)	10
CYCP5001C	Vocational Welsh 2 (Listening and Speaking)	10

CYCP5001C	Cymraeg Galwedigaethol 2 (Gwrandio a Siarad)	10
CYCP4002C	Vocational Welsh 1 (Reading and Writing)	10
CYCP4002C	Cymraeg Galwedigaethol 1 (Darllen ac Ysgrifennu)	10
CYCP5002C	Vocational Welsh 2 (Reading and Writing)	10
CYCP5002C	Cymraeg Galwedigaethol 2 (Darllen ac Ysgrifennu)	10

ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by the Examination Board are provisional.

Each module is separately assessed – details of which are below.

Module Code	Module Title	Credits	Assessment Details
SBAL4/5/6/7000	Recognition and Accreditation of Learning	15	Reflective essay based on portfolio 100%
SBPP4/5/6/7001	Work-based Learning Programme Plan (LtW)	15	Initial Learning Plan 100%
SBPP4/5/6/7002	Working and Learning (LtW)	15	Portfolio 100% 3 written assessments
SBPP4/5/6/7003	Research Methods for WBL (LtW)	15	Portfolio 100% 4 written assessments
SBPP4/5/6/7004	Improving Personal Effectiveness at Work (LtW)	15	Reflective report (100%)
SBPP4/5/6/7005	An Introduction to Mentoring	20	Case study (40%), journal including reflection on peer mentoring session (60%)
SBPP4/5/6/7006; SBPP4/5/6/7007; SBPP4/5/6/7008	Work-based Learning Project	30/45/60	Project proposal (10%), workplace study (70%) and presentation (20%)
SBPP4009/4010/4011	Competency-based	30/45/60	Portfolio against standards of

	Portfolio		competence (80%), personal development plan (10%), reflective commentary (10%)
SBPP4012/4017	Key Skills Portfolio	10 (x6)	Portfolio against key skills standards with reflective summary (100%)
SBPP4/5/6/7018	Project Management	20	Project initiation document (50%) and reflective journal (50%)
SBPP4/5/6020	Bilingualism in the Workplace	10	Work-based project (100%)
SBPP4/5/6021	Promoting Bilingualism	10	Reflective journal (100%)
SBPP7022	Bilingualism and Continuous Professional Development	10	Negotiated assignment (100%)
SBPP7023	Learning for Development	20	Negotiated assignment (100%)
SBPP4024	Training the Trainers	20	Portfolio of training tasks including observations (80%), reflective commentary and personal development plan (20%)
SBPP4/5/6/7025; SBPP4/5/6/7026; SBPP4/5/6/7027	Independent Study	10/20/30	Negotiated assignment (100%)
SBPP4/5/6/7028	Language Planning and Policy	20	Presentation (50%), supporting evidence (50%)
SBPP4035	Introduction to Workplace Assessment and Dyslexia	10	Reflective Portfolio (2,000 words or equivalent)), 100%
SBPP4036	Equality for the Individual with Dyslexia in the	10	Case Study 2,000 words or equivalent

	Workplace		100%
SBPP7028	Personal Leadership for Citizen Service	20	Portfolio equivalent to 6,000 words (100%)
SBPP7029	The Political Context of Citizen Service	20	Individually negotiated case study (5000 words or equivalent) (80%) Presentation of findings and personal learning (20%).
SBPP7030	Delivering Citizen Focused Outcomes	20	Case study - the equivalent of 6000 words
SBPP7031	Planning for Learning and Development	5	Portfolio: 1500 words or equivalent (100%)
SBPP7031C	Cynllunio ar gyfer Dysgu a Datblygiad	5	Portfolio: 1500 words or equivalent (100%)
SBPP7032	Public Service Management Wales Summer School	10	Portfolio: 000 words or equivalent 100%
SBPP7032C	Ysgol Haf Rheoli yng Ngwasanaeth Cyhoeddus Cymru	10	Portfolio: 3000 words or equivalent 100%
SBPP7033	Public Service Management Wales Summer School Personal Development Plan	5	Portfolio: 1500 words or equivalent (100%)
SBPP7033C	Cynllun Datblygiad Personol Ysgol Haf Rheoli yng Ngwasanaeth Cyhoeddus Cymru	5	Portfolio: 1500 words or equivalent (100%)
SBPP4034/5034/6034/7034	An Introduction to Mentoring in the Workplace	20	Assignment, Reflective Journal and Observation Feedback 4000 words or equivalent 100%
SBPP4034/5034/6034/	Cyflwyniad i Fentora yn y	20	Aseiniad, Dyddlyfr

7034C	Gweithle	Adfyfyriol ac Adborth Arsyli - 4000 o eiriau neu gyfwerth, 100%	
CYCP4/5001C	Vocational Welsh 1 (Listening and Speaking)	10	Portfolio of listening and speaking tasks (50%); presentation (50%)
CYCP4/5002	Vocational Welsh 1 (Reading and Writing)	10	Portfolio of reading and writing tasks (50%); report (50%)

Generic Marking Criteria for Levels 4, 5, 6 and 7 follow the individual module descriptors in the below section..

MODULE CODE:	SBAL4000C				
TITLE:	Recognition and Accreditation of Learning				
DATED:	November 2008				
MODULE AUTHOR:	Dr Catrin Thomas				
LEVEL:	4				
CREDITS:	15				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	X220				

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning.
- To enable the learner to evaluate and reflect upon their own learning experience.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- review their work and other activities to identify the learning that has taken place;
- develop a vocabulary to define their own learning and relate this learning to the University 's assessment criteria;
- produce a portfolio of evidence to support a claim for academic credit which accurately reflects their learning experience, specifying the number and level of credits claimed;
- analyse and evaluate their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin practice in their own workplace.

CONTENT

- Learners will explore the concepts of learning through the use of discussion and personal examples, and will be introduced to the higher education language and vocabulary that is used to define learning outcomes at different levels.
- The main role of the academic adviser will be to provide the appropriate academic framework within which the learner can identify the learning that has already taken place, and so define a set of associated learning outcomes. Learners will be provided with advice and practical guidance on how to:
 - identify and evaluate the possible learning outcomes that exist within their own CV and job description, and to relate the learning outcomes to their own work;
 - develop a portfolio of evidence of their own accredited and experiential learning.
- The academic adviser will also provide guidance on:
 - the nature of the evidence required to demonstrate achievement of the learning outcomes;
 - identifying the academic level and likely credit value of the learning experience.
- An exploration of the concepts, theories and models that underpin practice in the learner's workplace setting. Guidance on how to evaluate and reflect upon their own learning experiences.

ASSESSMENT

Portfolio

The portfolio will consist of:

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

Reflective essay 3000 words or equivalent (100%)

Reflective essay based upon the portfolio, summarising and evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice.

BIBLIOGRAPHY

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Kolb, D. A. *Experiential Learning* London: Prentice Hall, 1984.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Raelin, J. A. *Work-based Learning: Bridging Knowledge and Action in the Workplace* San Francisco: Jossey Bass Wiley, 2008.

Schön, D. *The Reflective Practitioner* San Francisco: Jossey Bass, 1991.

Simosko, S. and Cook, C. *Applying APL Principles in Flexible Assessment: a practical guide* London: Kogan Page, 1996.

MODULE CODE:	SBAL5000C
TITLE:	Recognition and Accreditation of Learning
DATED:	November 2008
MODULE AUTHOR:	Dr Catrin Thomas
LEVEL:	5
CREDITS:	15
TEACHING METHODS:	Tutorials 5%
	Work-based Learning 95%
JACS CODE:	X220

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning.
- To enable the learner to evaluate and reflect critically upon their own learning experience.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- analyse their work and other activities to identify the learning that has taken place;
- develop a vocabulary to define their own learning and relate this learning to the University's assessment criteria;
- produce a portfolio of evidence to support a claim for academic credit which accurately reflects their learning experience, specifying the number and level of credits claimed;
- analyse and evaluate their learning experience;
- demonstrate an awareness of concepts, models and theories that underpin practice in their own workplace.

CONTENT

- Learners will explore the concepts of learning through the use of discussion and personal examples, and will be introduced to the higher education language and vocabulary that is used to define learning outcomes at different levels.
- The main role of the academic adviser will be to provide the appropriate academic framework within which the learner can identify the learning that has already taken place, and so define a set of associated learning outcomes. Learners will be provided with advice and practical guidance on how to:

- identify and evaluate the possible learning outcomes that exist within their own CV and job description, and to relate the learning outcomes to their own work;
- develop a portfolio of evidence of their own accredited and experiential learning.
- The academic adviser will also provide guidance on:
 - the nature of the evidence required to demonstrate achievement of the learning outcomes;
 - identifying the academic level and likely credit value of the learning experience.
- An exploration of the concepts, theories and models that underpin practice in the learner's workplace setting. Guidance on how to evaluate and reflect upon their own learning experiences.

ASSESSMENT

Portfolio

The portfolio will consist of:

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

Reflective essay 3500 words or equivalent (100%)

Reflective essay based upon the portfolio, analysing and evaluating their own learning experiences, and identifying opportunities for increasing the impact of this learning on their own practice.

BIBLIOGRAPHY

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Kolb, D. A. *Experiential Learning* London: Prentice Hall, 1984.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Raelin, J. A. *Work-based Learning: Bridging Knowledge and Action in the Workplace* San Francisco: Jossey Bass Wiley, 2008.

Schön, D. *The Reflective Practitioner* San Francisco: Jossey Bass, 1991.

Simosko, S. and Cook, C. *Applying APL Principles in Flexible Assessment: a practical guide* London: Kogan Page, 1996.

MODULE CODE:	SBAL6000C				
TITLE:	Recognition and Accreditation of Learning				
DATED:	November 2008				
MODULE AUTHOR:	Dr Catrin Thomas				
LEVEL:	6				
CREDITS:	15				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	X220				

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning.
- To enable the learner to evaluate and reflect critically upon their own learning experience.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- critically analyse their work and other activities to identify the learning that has taken place;
- develop a vocabulary to define their own learning and relate this learning to the University 's assessment criteria;
- produce a portfolio of evidence to support a claim for academic credit which accurately reflects their learning experience, specifying the number and level of credits claimed;
- critically analyse and evaluate their learning experience;
- critically evaluate concepts, models and theories that underpin practice in their own workplace.

CONTENT

- Learners will explore the concepts of learning through the use of discussion and personal examples, and will be introduced to the higher education language and vocabulary that is used to define learning outcomes at different levels.
- The main role of the academic adviser will be to provide the appropriate academic framework within which the learner can identify the learning that has already taken place, and so define a set of associated learning outcomes. Learners will be provided with advice and practical guidance on how to:

- identify and evaluate the possible learning outcomes that exist within their own CV and job description, and to relate the learning outcomes to their own work;
- develop a portfolio of evidence of their own accredited and experiential learning.
- The academic adviser will also provide guidance on:
 - the nature of the evidence required to demonstrate achievement of the learning outcomes;
 - identifying the academic level and likely credit value of the learning experience.
- An exploration of the concepts, theories and models that underpin practice in the learner's workplace setting. Guidance on how to evaluate and reflect upon their own learning experiences.

ASSESSMENT

Portfolio

The portfolio will consist of:

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

Reflective essay 4250 words or equivalent (100%)

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.

BIBLIOGRAPHY

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Kolb, D. A. *Experiential Learning* London: Prentice Hall, 1984.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Raelin, J. A. *Work-based Learning: Bridging Knowledge and Action in the Workplace* San Francisco: Jossey Bass Wiley, 2008.

Schön, D. *The Reflective Practitioner* San Francisco: Jossey Bass, 1991.

Simosko, S. and Cook, C. *Applying APL Principles in Flexible Assessment: a practical guide* London: Kogan Page, 1996.

MODULE CODE:	SBAL7000C
TITLE:	Recognition and Accreditation of Learning
DATED:	November 2008
MODULE AUTHOR:	Dr Catrin Thomas
LEVEL:	7
CREDITS:	15
TEACHING METHODS:	Tutorials 5%
	Work-based Learning 95%
JACS CODE:	X220

AIM(S)

- To enable the learner to compile a claim for academic credit based on prior learning.
- To enable the learner to evaluate and reflect critically upon their own learning experience.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- critically analyse their work and other activities to identify the learning that has taken place;
- develop a vocabulary to define their own learning and relate this learning to the University's assessment criteria;
- produce a portfolio of evidence to support a claim for academic credit which accurately reflects their learning experience, specifying the number and level of credits claimed;
- critically analyse and evaluate their learning experience;
- critically evaluate concepts, models and theories that underpin practice in their own workplace.

CONTENT

- Learners will explore the concepts of learning through the use of discussion and personal examples, and will be introduced to the higher education language and vocabulary that is used to define learning outcomes at different levels.
- The main role of the academic adviser will be to provide the appropriate academic framework within which the learner can identify the learning that has already taken place, and so define a set of associated learning outcomes. Learners will be provided with advice and practical guidance on how to:

- identify and evaluate the possible learning outcomes that exist within their own CV and job description, and to relate the learning outcomes to their own work;
- develop a portfolio of evidence of their own accredited and experiential learning.
- The academic adviser will also provide guidance on:
 - the nature of the evidence required to demonstrate achievement of the learning outcomes;
 - identifying the academic level and likely credit value of the learning experience.
- An exploration of the concepts, theories and models that underpin practice in the learner's workplace setting. Guidance on how to evaluate and reflect critically upon their own learning experiences, and on identifying strategies for optimising the impact of this learning on their own practice and that of others in the workplace.

ASSESSMENT

Portfolio

The portfolio will consist of:

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

Reflective essay 5000 words or equivalent (100%)

Reflective essay based upon the portfolio, analysing, synthesising and critically evaluating their own learning experiences, and identifying strategies for increasing the impact of this learning on their own practice and that of others in the workplace.

BIBLIOGRAPHY

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Kolb, D. A. *Experiential Learning* London: Prentice Hall, 1984.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Raelin, J. A. *Work-based Learning: Bridging Knowledge and Action in the Workplace* San Francisco: Jossey Bass Wiley, 2008.

Schön, D. *The Reflective Practitioner* San Francisco: Jossey Bass, 1991.

Simosko, S. and Cook, C. *Applying APL Principles in Flexible Assessment: a practical guide* London: Kogan Page, 1996.

MODULE CODE:	SBPP4001						
TITLE:	Work-based Learning Programme Plan (LtW)						
DATED:	15/02/2008						
MODULE CO-ORDINATOR:	Dr Liz Wilson						
LEVEL:	4						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	N215						

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan which may include, where appropriate, a claim for credit under APEL.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- develop an individual learning plan using the learndirect e-learning platform;
- review their current competences and articulate how these relate to what they need and want to learn;
- devise and write specific learning outcomes for their individual learning programme;
- demonstrate an awareness of the need to explore the theoretical knowledge underpinning workplace practice.

CONTENT

- Creating an individual learning plan which will be the basis of the rest of the work-based learning is a major learning achievement and learners 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.
- The main role of the academic tutor will be to provide the appropriate academic framework within which the negotiated learning plan will be set. Advice may be given on aims, objectives, activities, timescales, intended learning outcomes, proposed evidence and relevant level indicators.

ASSESSMENT

Initial Learning Plan **3000 words or equivalent** **100%**

BIBLIOGRAPHY

Essential

Ufi/learn direct module *Work-based Learning Programme Plan*, 2008.

Ufi/learn direct *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learn direct *Learning through Work: Learner Handbook*, 2008.

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

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE:	SBPP5001						
TITLE:	Work-based Learning Programme Plan (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	5						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	N215						

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- develop an individual learning plan using the learndirect e-learning platform;
- review their current competences and articulate how these relate to what they need and want to learn;
- devise and write specific learning outcomes for their individual learning programme;
- demonstrate an awareness of the need to explore the set of concepts underpinning workplace practice.

CONTENT

- Creating an individual learning plan which will be the basis of the rest of the work-based learning is a major learning achievement and learners 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. They will be required to demonstrate a broad personal or formal knowledge base and set of concepts which apply to their work. The plan should include the identification of a small-scale practical research project in relation to their work.
- The main role of the academic tutor will be to provide the appropriate academic framework within which the negotiated learning plan will be set. Advice may be given on aims, objectives, activities, timescales, intended learning outcomes, proposed evidence and relevant level indicators at level 5.

ASSESSMENT

Initial Learning Plan **3500 words or equivalent** **100%**

BIBLIOGRAPHY

Essential

Ufi/learn direct module *Work-based Learning Programme Plan*, 2008.

Ufi/learn direct *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learn direct *Learning through Work: Learner Handbook*, 2008.

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

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE: SBPP6001
TITLE: Work-based Learning Programme Plan (LtW)
DATED: November 2008

MODULE AUTHOR: Dr Liz Wilson
LEVEL: 6
CREDITS: 15

TEACHING METHODS:

Tutorials	5%
LtW package	10%
Work-based Learning	85%

JACS CODE: N215

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- develop an individual learning plan using the learndirect e-learning platform;
- review their current competences and articulate how these relate to what they need and want to learn;
- devise and write specific learning outcomes for their individual learning programme;
- demonstrate an awareness of the need to explore the concepts, theories and models underpinning workplace practice.

CONTENT

- Creating an individual learning plan which will be the basis of the rest of the work-based learning is a major learning achievement and learners 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. They will be required to draw on a broad personal or formal knowledge base as well as concepts, theories and models which apply to their work. The plan should

include the use of practical, methodologically sound research to contribute to their work.

- The main role of the academic tutor will be to provide the appropriate academic framework within which the negotiated learning plan will be set. Advice may be given on aims, objectives, activities, timescales, intended learning outcomes, proposed evidence and relevant level indicators at level 6.
-

ASSESSMENT

Initial Learning Plan 4250 words or equivalent 100%

BIBLIOGRAPHY

Essential

Ufi/learn direct module *Work-based Learning Programme Plan*, 2008.

Ufi/learn direct *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learn direct *Learning through Work: Learner Handbook*, 2008.

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

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE: SBPP7001
TITLE: Work-based Learning Programme Plan (LtW)
DATED: November 2008

MODULE AUTHOR: Dr Liz Wilson
LEVEL: 7
CREDITS: 15

TEACHING METHODS:

Tutorials	5%
LtW package	10%
Work-based Learning	85%

JACS CODE: N215

AIM(S)

- To engage learners in the initial phase of work-based learning enabling them to create an individual learning plan.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- develop an individual learning plan using the learndirect e-learning platform;
- review their current competences and articulate how these relate to what they need and want to learn;
- devise and write specific learning outcomes for their individual learning programme;
- demonstrate an awareness of the need to explore concepts, theories and models including issues beyond their immediate area of workplace practice.

CONTENT

- Creating an individual learning plan which will be the basis of the rest of the work-based learning is a major learning achievement and learners 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. They will be required to master a broad personal or formal knowledge base relating to their area of work and its wider context, as well as developing and evaluating 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.

- The main role of the academic tutor will be to provide the appropriate academic framework within which the negotiated learning plan will be set. Advice may be given on aims, objectives, activities, timescales, intended learning outcomes, proposed evidence and relevant level indicators at level 7

ASSESSMENT

Initial Learning Plan 5000 words or equivalent 100%

BIBLIOGRAPHY

Essential

Ufi/learn direct module *Work-based Learning Programme Plan*, 2008.

Ufi/learn direct *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learn direct *Learning through Work: Learner Handbook*, 2008.

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

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Jarvis, P. *et al. The Theory and Practice of Learning* London: Kogan Page, 2003

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE: SBPP4002
TITLE: Working and Learning: an introduction to Work-based Higher Education (LtW)
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 15

TEACHING METHODS:

Tutorials	5%
LtW package	10%
Work-based Learning	85%

JACS CODE: X300

AIM(S)

- To guide the learner through the process of gaining an understanding of the skills they already have and apply regularly in the workplace and how these might be transferred and developed to help gain accreditation within higher education.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- demonstrate written presentation skills required for higher education and the workplace;
- demonstrate reading and information gathering skills;
- demonstrate the thinking skills required for higher education;
- review their learning experience to consider their plans for future learning.

CONTENT

- Exploring factors in effective writing, writing for a purpose at work, writing within higher education.
- Reading within higher education.
- Understanding the task, planning an approach, finding information and handling information.
- Thinking within higher education: understanding argumentation, critical thinking skills, the analytical process, referencing and writing up.
- Evaluating learning.

ASSESSMENT

Portfolio	3000 words or equivalent	100%
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Assessment 1: Writing for a selected readership (1000 words)

Assessment 2: Writing for Higher Education and reflective account (1500 words)

Assessment 3: Evaluation of progress and learning plan (500 words)

BIBLIOGRAPHY

Essential

Ufi/learndirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learndirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learndirect module *Working and Learning: an introduction to Work-based Higher Education*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning*
Cheltenham: Nelson Thornes, 2004.

Knapper, C K *Lifelong learning in higher education* Kogan Page 2000

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn U071 Key Skills Assessment: Improving Own Learning and Performance
from <http://openlearn.open.ac.uk/course/view.php?id=2957>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

Wilson, E. and Bedford, D. *Effective Study Skills for Part-time and Distance Learning Students* Harlow: Pearson, 2009

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

MODULE CODE:	SBPP5002						
TITLE:	Working and Learning: an introduction to Work-based Higher Education (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	5						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X300						

AIM(S)

- To guide the learner through the process of gaining an understanding of the skills they already have and apply regularly in the workplace and how these might be transferred and developed to help gain accreditation within higher education.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- demonstrate written presentation skills required for higher education and their area of practice in the workplace;
- demonstrate reading and information gathering skills;
- demonstrate the thinking skills required for higher education;
- evaluating their learning experience to consider their plans for future learning.

CONTENT

- Exploring factors in effective writing, writing for a purpose at work, writing within higher education.
- Reading within higher education.
- Understanding the task, planning an approach, finding information and handling information.
- Thinking within higher education: understanding argumentation, critical thinking skills, the analytical process, referencing and writing up.
- Evaluating learning.

ASSESSMENT

Portfolio 3500 words or equivalent 100%

Assessment 1: Writing for a selected readership (1200 words)

Assessment 2: Writing for Higher Education and reflective account (1700 words)

Assessment 3: Evaluation of progress and learning plan (600 words)

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learnirect module *Working and Learning: an introduction to Work-based Higher Education*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Knapper, C K *Lifelong learning in higher education* Kogan Page 2000

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn U071 *Key Skills Assessment: Improving Own Learning and Performance* from <http://openlearn.open.ac.uk/course/view.php?id=2957>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

Wilson, E. and Bedford, D. *Effective Study Skills for Part-time and Distance Learning Students* Harlow: Pearson, 2009

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

MODULE CODE:	SBPP6002						
TITLE:	Working and Learning: an introduction to Work-based Higher Education (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	6						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X300						

AIM(S)

- To guide the learner through the process of gaining an understanding of the skills they already have and apply regularly in the workplace and how these might be transferred and developed to help gain accreditation within higher education.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- demonstrate written presentation skills required for higher education and their area of practice in the workplace;
- demonstrate reading and information gathering skills;
- demonstrate the thinking skills required for higher education;
- critically evaluate their learning experience to consider their plans for future learning.

CONTENT

- Exploring factors in effective writing, writing for a purpose at work, writing within higher education.
- Reading within higher education.
- Understanding the task, planning an approach, finding information and handling information.
- Thinking within higher education: understanding argumentation, critical thinking skills, the analytical process, referencing and writing up.
- Evaluating learning.

ASSESSMENT

Portfolio 4500 words or equivalent 100%

Assessment 1: Writing for a selected readership (1500 words)

Assessment 2: Writing for Higher Education and reflective account (2250 words)

Assessment 3: Critical evaluation of progress and learning plan (750 words)

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learnirect module *Working and Learning: an introduction to Work-based Higher Education*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Knapper, C K *Lifelong learning in higher education* Kogan Page 2000

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn U071 *Key Skills Assessment: Improving Own Learning and Performance* from <http://openlearn.open.ac.uk/course/view.php?id=2957>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

Wilson, E. and Bedford, D. *Effective Study Skills for Part-time and Distance Learning Students* Harlow: Pearson, 2009

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

MODULE CODE:	SBPP7002						
TITLE:	Working and Learning: an introduction to Work-based Higher Education (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	7						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X300						

AIM(S)

- To guide the learner through the process of gaining an understanding of the skills they already have and apply regularly in the workplace and how these might be transferred and developed to help gain accreditation within higher education.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- demonstrate written presentation skills required for higher education and their area of workplace practice;
- demonstrate reading and information gathering skills at postgraduate level;
- demonstrate the thinking skills required for higher education at postgraduate level;
- critically evaluate their learning experience to consider their plans for future learning.

CONTENT

- Exploring factors in effective writing, writing for a purpose at work, writing within higher education.
- Reading within higher education at postgraduate level.
- Understanding the task, planning an approach, finding information and handling information.
- Thinking within higher education: understanding argumentation, critical thinking skills, the analytical process, referencing and writing up.
- Critically evaluating learning.

ASSESSMENT

Portfolio 5000 words or equivalent 100%

Assessment 1: Writing for a selected readership beyond the immediate area of practice (1700 words)

Assessment 2: Writing for Higher Education and reflective account (2500 words)

Assessment 3: Critical evaluation of progress and learning plan (800 words)

BIBLIOGRAPHY

Essential

Ufi/learn direct *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learn direct *Learning through Work: Learner Handbook*, 2008.

Ufi/learn direct module *Working and Learning: an introduction to Work-based Higher Education*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Knapper, C K *Lifelong learning in higher education* Kogan Page 2000

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn *U071 Key Skills Assessment: Improving Own Learning and Performance* from <http://openlearn.open.ac.uk/course/view.php?id=2957>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

Wilson, E. and Bedford, D. *Effective Study Skills for Part-time and Distance Learning Students* Harlow: Pearson, 2009

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

MODULE CODE:	SBPP4003	
TITLE:	Research Methods for Work-based Learning (LtW)	
DATED:	15/02/2008	
MODULE CO-ORDINATOR:	Dr Liz Wilson	
LEVEL:	4	
CREDITS:	15	
TEACHING METHODS:	Tutorials	5%
	LtW package	10%
	Work-based Learning	85%
JACS CODE:	X210	

AIM(S)

- To develop knowledge and understanding of the main issues in undertaking research in work-based settings.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- compare a selected range of approaches to research in work-based settings;
- demonstrate a selected range of research techniques to gather data from work-based settings;
- identify and carry out a small-scale work-based investigation of personal and professional relevance;
- undertake analysis of the data collected.

CONTENT

- Identify aspects of work which could be possible areas of investigation such as working with others, use of resources, work practices, issues of quality, and dealing with information.
- Qualitative and quantitative approaches to research.
- Experimental research and action research.
- Techniques associated with research activity.
- Planning research.
- Ethical considerations including the need to adhere to ethics statements, completion of an ethics pro forma and provision for further guidance from the Ethics Committee.
- Collecting the information.
- Interpreting the information.
- Presenting the information.

ASSESSMENT

Portfolio 3000 words or equivalent 100%

Assessment 1: Short report to explain how research could be personally and professionally relevant (500 words)

Assessment 2: Discussion of potential approaches to research (500 words)

Assessment 3: Analysis of appropriate techniques (1000 words)

Assessment 4: Discussion of data collected and its relevance (1000 words)

BIBLIOGRAPHY

Essential

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learnirect module *Research Methods*, 2008.

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Recommended

Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press, 2005.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Gray, D. E. *Doing Research in the Real World*, London: Sage, 2004.

OpenLearn *LDT 3: Working with charts, graphs and tables* from <http://openlearn.open.ac.uk/course/view.php?id=2880>, 2008.

OpenLearn *T175 Presenting Information* from <http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

Walliman, N. *Your Research Project: A step-by-step guide for the first-time researcher* London: Sage, 2005.

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

MODULE CODE:	SBPP5003						
TITLE:	Research Methods for Work-based Learning (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	5						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X210						

AIM(S)

- To develop knowledge and understanding of the main issues in undertaking research in work-based settings.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- evaluate a selected range of approaches to research in work-based settings;
- demonstrate a selected range of research techniques to gather data from work-based settings;
- identify and carry out a small-scale work-based investigation of personal and professional relevance;
- undertake analysis and evaluation of the data collected to identify relationships and patterns and make informed judgements.

CONTENT

- Identify aspects of work which could be possible areas of investigation such as working with others, use of resources, work practices, issues of quality, and dealing with information.
- Qualitative and quantitative approaches to research.
- Experimental research and action research.
- Techniques associated with research activity.
- Planning research.

- Ethical considerations including the need to adhere to ethics statements, completion of an ethics pro forma and provision for further guidance from the Ethics Committee.
- Collecting the information.
- Interpreting the information.
- Presenting the information.

ASSESSMENT

Portfolio 3500 words or equivalent 100%

Assessment 1: Short report to explain how research could be personally and professionally relevant (500 words)

Assessment 2: Evaluation of potential approaches to research (600 words)

Assessment 3: Analysis of appropriate techniques (1200 words)

Assessment 4: Discussion of data collected and an evaluation of its relevance (1200 words)

BIBLIOGRAPHY

Essential

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learnirect module *Research Methods*, 2008.

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Recommended

Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press, 2005.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Gray, D. E. *Doing Research in the Real World*, London: Sage, 2004.

OpenLearn *LDT 3: Working with charts, graphs and tables* from <http://openlearn.open.ac.uk/course/view.php?id=2880>, 2008.

OpenLearn *T175 Presenting Information* from <http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

Walliman, N. *Your Research Project: A step-by-step guide for the first-time researcher* London: Sage, 2005.

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

MODULE CODE:	SBPP6003						
TITLE:	Research Methods for Work-based Learning (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	6						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X210						

AIM(S)

- To develop knowledge and understanding of the main issues in undertaking research in work-based settings.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically evaluate a selected range of approaches to research in work-based settings;
- demonstrate a selected range of research techniques to gather data from complex work-based settings;
- design a practical, methodologically sound small-scale work-based investigation of personal and professional relevance;
- undertake analysis and evaluation of the data collected including impacts outside of the immediate context.

CONTENT

- Identify aspects of work which could be possible areas of investigation such as working with others, use of resources, work practices, issues of quality, and dealing with information.
- Qualitative and quantitative approaches to research.
- Experimental research and action research.
- Techniques associated with research activity.
- Planning research.

- Ethical considerations including the need to adhere to ethics statements, completion of an ethics pro forma and provision for further guidance from the Ethics Committee.
- Collecting the information.
- Interpreting the information.
- Presenting the information.

ASSESSMENT

Portfolio 4500 words or equivalent 100%

Assessment 1: Short report to explain how research could be personally and professionally relevant (500 words)

Assessment 2: Evaluation of potential approaches to research (800 words)

Assessment 3: Analysis of appropriate techniques (1600 words)

Assessment 4: Discussion of data collected and an evaluation of its relevance including impacts outside of the immediate context (1600 words)

BIBLIOGRAPHY

Essential

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learnirect module *Research Methods*, 2008.

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Recommended

Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press, 2005.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Gray, D. E. *Doing Research in the Real World*, London: Sage, 2004.

OpenLearn *LDT 3: Working with charts, graphs and tables* from <http://openlearn.open.ac.uk/course/view.php?id=2880>, 2008.

OpenLearn *T175 Presenting Information* from <http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

Walliman, N. *Your Research Project: A step-by-step guide for the first-time researcher* London: Sage, 2005.

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

MODULE CODE:	SBPP7003						
TITLE:	Research Methods for Work-based Learning (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	7						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	X210						

AIM(S)

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

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically evaluate a selected range of approaches to research in work-based settings;
- demonstrate a selected range of research techniques to gather data from complex work-based settings;
- design a practical, methodologically sound small-scale work-based investigation of personal and professional relevance;
- undertake critical analysis and evaluation of the data collected, identifying implications for wider systems beyond the area of practice.

CONTENT

- Identify aspects of work which could be possible areas of investigation such as working with others, use of resources, work practices, issues of quality, and dealing with information.
- Qualitative and quantitative approaches to research.
- Experimental research and action research.
- Techniques associated with research activity.
- Planning research.
- Ethical considerations including the need to adhere to ethics statements, completion of an ethics pro forma and provision for further guidance from the Ethics Committee.
- Collecting the information.

- Interpreting the information.
- Presenting the information.
- Assessment of the impact of the research.

ASSESSMENT

Portfolio 5000 words or equivalent 100%

Assessment 1: Short report to explain how research could be personally and professionally relevant (500 words)

Assessment 2: Evaluation of potential approaches to research (1000 words)

Assessment 3: Analysis of appropriate techniques for methodologically sound small scale research (1750 words)

Assessment 4: Discussion of data collected and an evaluation of its relevance including impacts for wider systems beyond the area of practice (1000 words)

BIBLIOGRAPHY

Essential

Ufi/learndirect *Learning through Work: Learner Handbook*, 2008.

Ufi/learndirect module *Research Methods*, 2008.

Ufi/learndirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Recommended

Bell, J. (2005) *Doing your Research Project* 4th edn. Buckingham: Open University Press, 2005.

Davies, M.B., *Doing a Successful Research Project - Using Qualitative and Quantitative Methods*, London: Palgrave, 2007.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Gray, D. E. *Doing Research in the Real World*, London: Sage, 2004.

OpenLearn *LDT 3: Working with charts, graphs and tables* from <http://openlearn.open.ac.uk/course/view.php?id=2880>, 2008.

OpenLearn *T175 Presenting Information* from <http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

Silverman, D. (2007), *A very short, fairly interesting and reasonably cheap book about qualitative research*, London: Sage, 2007.

Walliman, N. *Your Research Project: A step-by-step guide for the first-time researcher* London: Sage, 2005.

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

MODULE CODE: SBPP4004
TITLE: Improving Personal Effectiveness at Work (LtW)
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 15

TEACHING METHODS:

Tutorials	5%
LtW package	10%
Work-based Learning	85%

JACS CODE: N215

AIM(S)

- To enable the learner to describe and demonstrate how they have managed their own learning and development with particular emphasis on their personal and professional effectiveness.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- analyse learning and development needs relating to job role;
- engage in appropriate learning and development opportunities at work;
- identify learning and improvements in performance;
- describe the process and methods used in improving own performance.

CONTENT

- The self development process including self-audit, development needs identification, development planning, learning and evaluation of learning.
- Audit strategies and techniques, personal and career development planning (PDP), writing learning outcomes, learning logs and reflective questioning, continuing professional development (CPD) portfolios.
- The learning processes and opportunities.
- Being an effective learner: learning through experience, learning styles.
- Two development activities from a choice of communication, working with others, creativity and problem solving.

ASSESSMENT

Reflective portfolio 3000 words or equivalent 100%

Reflective report of 3000 words, supported by appendices that demonstrate self-directed learning and learning through work.

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect module *Improving Personal Effectiveness at Work*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Murdock, A. and Scott, C. N. *Personal Effectiveness* Oxford: Butterworth-Heinemann, 2002.

OpenLearn Y159 *The Importance of Interpersonal Skills* from <http://openlearn.open.ac.uk/course/view.php?id=1672>, 2008.

Winstanley, D. *Personal Effectiveness* London: CIPD, 2005.

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

MODULE CODE: SBPP5004
TITLE: Improving Personal Effectiveness at Work (LtW)
DATED: November 2008

MODULE AUTHOR: Dr Liz Wilson
LEVEL: 5
CREDITS: 15

TEACHING METHODS:

Tutorials	5%
LtW package	10%
Work-based Learning	85%

JACS CODE: N215

AIM(S)

- To enable the learner to describe and demonstrate how they have managed their own learning and development with particular emphasis on their personal and professional effectiveness.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- evaluate learning and development needs relating to job role;
- engage in appropriate learning and development opportunities at work;
- identify and evaluate learning and improvements in performance;
- describe and analyse the process and methods used in improving own performance.

CONTENT

- The self development process including self-audit, development needs identification, development planning, learning and evaluation of learning.
- Audit strategies and techniques, personal and career development planning (PDP), writing learning outcomes, learning logs and reflective questioning, continuing professional development (CPD) portfolios.
- The learning processes and opportunities.
- Being an effective learner: learning through experience, learning styles.
- Two development activities from a choice of communication, working with others, creativity and problem solving.

ASSESSMENT

Reflective portfolio 3500 words or equivalent 100%

Reflective report of 3500 words, supported by appendices that demonstrate self-directed learning and learning through work including the ability to cope effectively with a range of unfamiliar situations and problems.

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect module *Improving Personal Effectiveness at Work*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Murdock, A. and Scott, C. N. *Personal Effectiveness* Oxford: Butterworth-Heinemann, 2002.

OpenLearn Y159 *The Importance of Interpersonal Skills* from <http://openlearn.open.ac.uk/course/view.php?id=1672>, 2008.

Winstanley, D. *Personal Effectiveness* London: CIPD, 2005.

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

MODULE CODE:	SBPP6004						
TITLE:	Improving Personal Effectiveness at Work (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	6						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	N215						

AIM(S)

- To enable the learner to describe and evaluate how they have managed their own learning and development with particular emphasis on their personal and professional effectiveness when working in complex and unpredictable contexts.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically evaluate learning and development needs relating to job role;
- engage in appropriate learning and development opportunities at work;
- identify and evaluate learning and improvements in performance;
- describe and analyse the process and methods used in improving own performance.

CONTENT

- The self development process including self-audit, development needs identification, development planning, learning and evaluation of learning.
- Audit strategies and techniques, personal and career development planning (PDP), writing learning outcomes, learning logs and reflective questioning, continuing professional development (CPD) portfolios.
- The learning processes and opportunities.
- Being an effective learner: learning through experience, learning styles.
- Two development activities from a choice of communication, working with others, creativity and problem solving.

ASSESSMENT

Reflective portfolio 4500 words or equivalent 100%

Reflective report of 4500 words, supported by appendices that demonstrate self-directed learning and the ability to work effectively in complex and unpredictable contexts.

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect module *Improving Personal Effectiveness at Work*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Murdock, A. and Scott, C. N. *Personal Effectiveness* Oxford: Butterworth-Heinemann, 2002.

OpenLearn Y159 *The Importance of Interpersonal Skills* from <http://openlearn.open.ac.uk/course/view.php?id=1672>, 2008.

Winstanley, D. *Personal Effectiveness* London: CIPD, 2005.

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

MODULE CODE:	SBPP7004						
TITLE:	Improving Personal Effectiveness at Work (LtW)						
DATED:	November 2008						
MODULE AUTHOR:	Dr Liz Wilson						
LEVEL:	7						
CREDITS:	15						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>LtW package</td><td>10%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Tutorials	5%	LtW package	10%	Work-based Learning	85%
Tutorials	5%						
LtW package	10%						
Work-based Learning	85%						
JACS CODE:	N215						

AIM(S)

- To enable the learner to critically examine how they have managed their own learning and development with particular emphasis on their personal and professional effectiveness when working in complex and unpredictable contexts.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically evaluate learning and development needs relating to workplace requirements;
- identify and engage in appropriate learning and development opportunities;
- identify and evaluate learning and improvements in performance;
- critically evaluate the processes and methods used in improving own performance.

CONTENT

- The self development process including self-audit, development needs identification, development planning, learning and evaluation of learning.
- Audit strategies and techniques, personal and career development planning (PDP), writing learning outcomes, learning logs and reflective questioning, continuing professional development (CPD) portfolios.
- The learning processes and opportunities.
- Being an effective learner: learning through experience, learning styles.
- Two development activities from a choice of communication, working with others, creativity and problem solving.

ASSESSMENT

Reflective portfolio or equivalent 5000 words 100%

Reflective report of 5000 words, supported by appendices that demonstrate self-directed learning and the ability to work effectively in complex and unpredictable contexts.

BIBLIOGRAPHY

Essential

Ufi/learnirect *Individual Learners' Guide to the Learning through Work System*, 2008.

Ufi/learnirect module *Improving Personal Effectiveness at Work*, 2008.

Ufi/learnirect *Learning through Work: Learner Handbook*, 2008.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Murdock, A. and Scott, C. N. *Personal Effectiveness* Oxford: Butterworth-Heinemann, 2002.

OpenLearn Y159 *The Importance of Interpersonal Skills* from <http://openlearn.open.ac.uk/course/view.php?id=1672>, 2008.

Winstanley, D. *Personal Effectiveness* London: CIPD, 2005.

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

MODULE CODE: SBPP4005C
TITLE: An Introduction to Mentoring
DATED: 15/02/2008

MODULE COORDINATOR: Jennie Evans
LEVEL: 4
CREDITS: 20

TEACHING METHODS:	Lectures	5%
	Tutorials	5%
	LtW package	10%
	Work-based Learning	70%

JACS CODE: N612

AIM(S)

- To enable learners to gain an awareness of the issues involved in peer mentoring to improve workplace practice.

LEARNING OUTCOMES

By the end of this module, learners should be able to:

- evaluate the range, relevance and value of advisory services to businesses and individuals;
- demonstrate a knowledge and understanding of the principles of effective mentoring;
- demonstrate an appreciation of the issues arising from giving and getting advice in a workplace context;
- develop effective mentoring skills to deliver advice to other individuals or organisations.

CONTENT

- Learners will review the internal and external advisory services that are available to their particular sector to gain understanding of what constitutes effective business advice, how they impact on businesses and individuals and the consequences of this for advice providers.
- Learners will go on to investigate the skills and roles of mentors, with particular emphasis on business/employee mentorship. This will include the development of case study materials and reports, and practical work in the development of mentoring skills.

ASSESSMENT

Case study and Reflective Journal 4000 words or equivalent 100%

Assessment 1: One written case study assignment of 2000 words (40%)

Assessment 2: A reflective journal of 2000 words outlining the experience of a mentoring process which must include the delivery of a mentoring session of at least 30 minutes duration (60%)

BIBLIOGRAPHY

Essential

Ufi/learnirect module *Mentoring and Coaching*, 2008.

Recommended

Bessons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice* London: Palgrave Macmillan, 2004.

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation* London: CIPD, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers* London: CIPD Publications, 2004.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals* London: How To Books, 2007.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring* Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Wray, M. *Coaching and Mentoring* London: Kogan Page, 2000.

Peddy, S. *The Art of Mentoring: Lead, Follow and Get out of the Way* Texas: Bullion Books, 2001.

Shea, G. F. *Mentoring: How to develop successful mentor behaviours* Menlo Park CA: Crisp Publications Inc, 2001.

Whittaker, M. and Cartwright, A. *The Mentoring Manual* Aldershot: Gower, 2000.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life* London: Davies Black, 2007.

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

MODULE CODE: SBPP5005C
TITLE: An Introduction to Mentoring
DATED: November 2008

MODULE AUTHOR: Jennie Evans
LEVEL: 5
CREDITS: 20

TEACHING METHODS:	Lectures	5%
	Tutorials	5%
	LtW package	10%
	Work-based Learning	70%

JACS CODE: N612

AIM(S)

- To enable learners to gain an awareness of the issues involved in peer mentoring to improve workplace practice.

LEARNING OUTCOMES

By the end of this module, learners should be able to:

- evaluate the range, relevance and value of advisory services to businesses and individuals;
- demonstrate a knowledge and understanding of the principles of effective mentoring;
- demonstrate an appreciation of the issues arising from giving and getting advice in a workplace context including identifying dilemmas and value conflicts;
- develop effective mentoring skills to deliver advice to other individuals or organisations.

CONTENT

- Learners will review the internal and external advisory services that are available to their particular sector to gain understanding of what constitutes effective business advice, how they impact on businesses and individuals and the consequences of this for advice providers.
- Learners will go on to investigate the skills and roles of mentors, with particular emphasis on business/employee mentorship. This will include the development of case study materials and reports, and practical work in the development of mentoring skills.

ASSESSMENT

Case study and Reflective Journal 5000 words or equivalent 100%

Assessment 1: One written case study assignment of 2500 words (40%)

Assessment 2: A reflective journal of 2500 words outlining the experience of a mentoring process which must include the delivery of a mentoring session of at least 30 minutes duration (60%)

BIBLIOGRAPHY

Essential

Ufi/learnirect module *Mentoring and Coaching*, 2008.

Recommended

Bessons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice* London: Palgrave Macmillan, 2004.

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation* London: CIPD, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers* London: CIPD Publications, 2004.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals* London: How To Books, 2007.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring* Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Wray, M. *Coaching and Mentoring* London: Kogan Page, 2000.

Peddy, S. *The Art of Mentoring: Lead, Follow and Get out of the Way* Texas: Bullion Books, 2001.

Shea, G. F. *Mentoring: How to develop successful mentor behaviours* Menlo Park CA: Crisp Publications Inc, 2001.

Whittaker, M. and Cartwright, A. *The Mentoring Manual* Aldershot: Gower, 2000.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life* London: Davies Black, 2007.

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

MODULE CODE: SBPP6005C
TITLE: An Introduction to Mentoring
DATED: November 2008

MODULE AUTHOR: Jennie Evans
LEVEL: 6
CREDITS: 20

TEACHING METHODS:	Lectures	5%
	Tutorials	5%
	LtW package	10%
	Work-based Learning	70%

JACS CODE: N612

AIM(S)

- To enable learners to analyse the issues involved in peer mentoring to improve workplace practice.

LEARNING OUTCOMES

By the end of this module, learners should be able to:

- critically evaluate the range, relevance and value of advisory services to businesses and individuals;
- demonstrate knowledge and understanding of the principles of effective mentoring;
- demonstrate an appreciation of the issues arising from giving and getting advice in a workplace context; including identifying dilemmas and value conflicts;
- develop effective mentoring skills to deliver advice to other individuals or organisations in complex and unpredictable circumstances.

CONTENT

- Learners will review the internal and external advisory services that are available to their particular sector to gain understanding of what constitutes effective business advice, how they impact on businesses and individuals and the consequences of this for advice providers.
- Learners will go on to investigate the skills and roles of mentors, with particular emphasis on business/employee mentorship. This will include the development of case study materials and reports, and practical work in the development of mentoring skills.

ASSESSMENT

Case study and Reflective Journal 6000 words or equivalent 100%

Assessment 1: One written case study assignment of 3000 words (40%)

Assessment 2: A reflective journal of 3000 words outlining the experience of a mentoring process which must include the delivery of a mentoring session of at least 30 minutes duration (60%)

BIBLIOGRAPHY

Essential

Ufi/learnirect module *Mentoring and Coaching*, 2008.

Recommended

Bessons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice* London: Palgrave Macmillan, 2004.

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation* London: CIPD, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers* London: CIPD Publications, 2004.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals* London: How To Books, 2007.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring* Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Wray, M. *Coaching and Mentoring* London: Kogan Page, 2000.

Peddy, S. *The Art of Mentoring: Lead, Follow and Get out of the Way* Texas: Bullion Books, 2001.

Shea, G. F. *Mentoring: How to develop successful mentor behaviours* Menlo Park CA: Crisp Publications Inc, 2001.

Whittaker, M. and Cartwright, A. *The Mentoring Manual* Aldershot: Gower, 2000.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life* London: Davies Black, 2007.

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

MODULE CODE: SBPP7005C
TITLE: An Introduction to Mentoring
DATED: November 2008

MODULE AUTHOR: Jennie Evans
LEVEL: 7
CREDITS: 20

TEACHING METHODS:	Lectures	5%
	Tutorials	5%
	LtW package	10%
	Work-based Learning	70%

JACS CODE: N612

AIM(S)

- To enable learners to critically analyse the skills and processes involved in peer mentoring to improve workplace practice.

LEARNING OUTCOMES

By the end of this module, learners should be able to:

- critically evaluate the range, relevance and value of advisory services to businesses and individuals;
- investigate analytically the concepts of effective mentoring through the identification of models and principles;
- demonstrate a critical appreciation of the issues arising from giving and getting advice in a workplace context, including identifying dilemmas and value conflicts;
- demonstrate effective mentoring skills to deliver advice to other individuals or organisations in complex and unpredictable circumstances.

CONTENT

- Learners will critically review the internal and external advisory services that are available to their particular sector to gain understanding of what constitutes effective business advice, how they impact on businesses and individuals and the consequences of this for advice providers.
- Learners will go on to investigate the skills and roles of mentors, with particular emphasis on business/employee mentorship including that outside their immediate area of practice. This will include the development

of case study materials and reports, and practical work in the development of mentoring skills.

ASSESSMENT

Case study and Reflective Journal 7000 words or equivalent 100%

Assessment 1: One written case study assignment of 3500 words (40%)

Assessment 2: A reflective journal of 3500 words outlining the experience of a mentoring process which must include the delivery of a mentoring session of at least 30 minutes duration (60%)

BIBLIOGRAPHY

Essential

Ufi/learnirect module *Mentoring and Coaching*, 2008.

Recommended

Bessons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice* London: Palgrave Macmillan, 2004.

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation* London: CIPD, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers* London: CIPD Publications, 2004.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals* London: How To Books, 2007.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring* Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Wray, M. *Coaching and Mentoring* London: Kogan Page, 2000.

Peddy, S. *The Art of Mentoring: Lead, Follow and Get out of the Way* Texas: Bullion Books, 2001.

Shea, G. F. *Mentoring: How to develop successful mentor behaviours* Menlo Park CA: Crisp Publications Inc, 2001.

Whittaker, M. and Cartwright, A. *The Mentoring Manual* Aldershot: Gower, 2000.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life* London: Davies Black, 2007.

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

MODULE CODE: SBPP4006C/SBPP4007C/SBPP4008C
TITLE: Work-based Learning Project
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 30/45/60 credits

TEACHING METHODS: Tutorials 5%
Work-based Learning 95%

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

By the end of this module learners should be able to:

- demonstrate a detailed knowledge and understanding of a specific area within their organisation;
- negotiate an appropriate investigative study demonstrating due regard to ethical issues;
- analyse, interpret and report relevant research data;
- recommend future actions based on the findings;
- demonstrate an ability to present the outcomes of the project and reflect on their learning, including issues of being an insider researcher.

CONTENT

- Over the course of this module learners will be provided with the opportunity for supported self-study in undertaking a work-based learning project. Each independent study module will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation of the project. Further support from the Ethics Committee may be provided if required.
- The project report should include an executive summary, details of the methodology used to undertake the project, an analysis of the findings and recommendations for future actions. The outcomes of the project will be formally presented to academic staff and work colleagues.

ASSESSMENT

Portfolio 100%

Assessment 1: Project proposal (10%)

Assessment 2: Workplace study (70%)

Assessment 3: Presentation of project outcomes (20%)

WBL 406 - 6000 words or equivalent – 30 credits

WBL 407 - 9000 words or equivalent – 45 credits

WBL 408 - 12000 words or equivalent – 60 credits

The University reserves the right to modify the number of credits depending upon the nature and size of the project.

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Billett, S. *Learning in the Workplace* London: Allen and Unwin, 2001.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn T175 *Presenting Information* from
<http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

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

MODULE CODE:	SBPP5006C/SBPP5007C/SBPP5008C	
TITLE:	Work-based Learning Project	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	5	
CREDITS:	30/45/60 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
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

By the end of this module learners should be able to:

- demonstrate a detailed knowledge and understanding of a specific area within their organisation;
- negotiate an appropriate investigative 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;
- demonstrate an ability to present the outcomes of the project and reflect on their learning, including issues of being an insider researcher.

CONTENT

- Over the course of this module learners will be provided with the opportunity for supported self-study in undertaking a work-based learning project. Each independent study module will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation of the project. Further support from the Ethics Committee may be provided if required.
- The project report should include an executive summary, details of the methodology used to undertake the project, an analysis of the findings and recommendations for future actions. The outcomes of the project will be formally presented to academic staff and work colleagues.

ASSESSMENT

Portfolio 100%

Assessment 1: Project proposal (10%)

Assessment 2: Workplace study (70%)

Assessment 3: Presentation of project outcomes (20%)

WBL 506 - 7000 words or equivalent – 30 credits

WBL 507 - 10000 words or equivalent – 45 credits

WBL 508 - 14000 words or equivalent – 60 credits

The University reserves the right to modify the number of credits depending upon the nature and size of the project.

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Billett, S. *Learning in the Workplace* London: Allen and Unwin, 2001.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn *T175 Presenting Information* from
<http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

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

MODULE CODE:	SBPP6006C/SBPP6007C/SBPP6008C	
TITLE:	Work-based Learning Project	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	6	
CREDITS:	30/45/60 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
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

By the end of this module learners should be able to:

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

CONTENT

- Over the course of this module learners will be provided with the opportunity for supported self-study in undertaking a work-based learning project. Each independent study module will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation of the project. Further support from the Ethics Committee may be provided if required.
- The project report should include an executive summary, details of the methodology used to undertake the project, an analysis of the findings and recommendations for future actions. The outcomes of the project will be formally presented to academic staff and work colleagues.

ASSESSMENT

Portfolio 100%

Assessment 1: Project proposal (10%)

Assessment 2: Workplace study (70%)

Assessment 3: Presentation of project outcomes (20%)

WBL 606 - 9000 words or equivalent – 30 credits

WBL 607 - 14000 words or equivalent – 45 credits

WBL 608 - 18000 words or equivalent – 60 credits

The University reserves the right to modify the number of credits depending upon the nature and size of the project.

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Billett, S. *Learning in the Workplace* London: Allen and Unwin, 2001.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn *T175 Presenting Information* from
<http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

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

MODULE CODE:	SBPP7006C/SBPP7007C/SBPP7008C	
TITLE:	Work-based Learning Project	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	7	
CREDITS:	30/45/60 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
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

By the end of this module learners should be able to:

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

CONTENT

- Over the course of this module learners will be provided with the opportunity for supported self-study in undertaking a work-based learning project. Each independent study module will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be considered in this proposal in terms of the project itself, its methodology and the proposed implementation of the project. Further support from the Ethics Committee may be provided if required.
- The project report should include an executive summary, details of the methodology used to undertake the project, an analysis of the findings and recommendations for future actions. The outcomes of the project will be formally presented to academic staff and work colleagues.

ASSESSMENT

Portfolio 100%

Assessment 1: Project proposal (10%)

Assessment 2: Workplace study (70%)

Assessment 3: Presentation of project outcomes (20%)

WBL 706 - 12000 words or equivalent – 30 credits

WBL 707 - 15000 words or equivalent – 45 credits

WBL 708 - 20000 words or equivalent – 60 credits

The University reserves the right to modify the number of credits depending upon the nature and size of the project.

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Billett, S. *Learning in the Workplace* London: Allen and Unwin, 2001.

Gill, J. and Johnson, P. *Research Methods for Managers*, 3rd edn. London: Sage, 2002.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn *T175 Presenting Information* from
<http://openlearn.open.ac.uk/course/view.php?id=1232>, 2008.

Saunders, M., Lewis, P. and Thornhill, A. *Research Methods for Business Students* London: Pearson, 2006.

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

MODULE CODE: SBPP4009C/SBPP4010C/SBPP4011C
TITLE: Competency-based Portfolio
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 30/45/60 credits

TEACHING METHODS: Tutorials 5%
Work-based Learning 95%

JACS CODE: N215

AIM(S)

- This module aims to provide learners with an opportunity to gain credit for their workplace practice by reflecting on National Occupational Standards and other competencies relevant to their professional role.

LEARNING OUTCOMES

By the end of the module learners 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 learning needs;
- demonstrate an understanding of the relationship between various types of professional and academic knowledge;
- reflect on practice leading to a deepening of professional understanding;
- judge the effectiveness of their own performance and its contribution to the performance and development of the organisation;
- show confidence in their ability to manage their own learning in response to evolving circumstances in the workplace.

CONTENT

- Work throughout this module will be mapped against the National Occupational Standards and other competencies for the vocational expertise appropriate to the learner. NB This module will not provide an NVQ qualification in the particular area although it may be possible to negotiate NVQ or other accreditation separately for an additional fee.

ASSESSMENT

Portfolio 100%

Assessment 1: Competency based portfolio	80%
Assessment 2: Detailed personal development plan	10%
Assessment 3: Reflective commentary	10%

WBL 409 - 6000 words or equivalent – 30 credits

WBL 410 - 9000 words or equivalent – 45 credits

WBL 411 - 12000 words or equivalent – 60 credits

BIBLIOGRAPHY

Essential

National Occupational Standards relevant to area of vocational expertise.

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

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

NCVO *How Are You Doing? Using National Occupational Standards to enable people to achieve professional and personal goals* London: NCVO Publications, 2004.

MODULE CODE:	SBPP4012C						
TITLE:	Key Skills Portfolio: Application of Number						
DATED:	15/02/2008						
MODULE CO-ORDINATOR:	Dr Liz Wilson						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Online programme</td><td>10%</td></tr> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Online programme	10%	Tutorials	5%	Work-based Learning	85%
Online programme	10%						
Tutorials	5%						
Work-based Learning	85%						
JACS CODE:	X220						

AIM(S)

- To develop the key skill of Application of Number thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.
- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority (QCA).

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance Application of Number level 3
http://www.qca.org.uk/libraryAssets/media/6337_aon_level3.pdf, 2004.

QCA website Key Skills Standards and Guidance Application of Number level 4
http://www.qca.org.uk/libraryAssets/media/6338_aon_level4.pdf, 2004.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn unit *U259 Key Skills: Making a Difference* from
<http://openlearn.open.ac.uk/course/view.php?id=2771>, 2008.

OpenLearn *U075 Key Skills Assessment: Application of Number* from
<http://openlearn.open.ac.uk/course/view.php?id=2964>, 2008.

OpenLearn *LDT 3: Working with charts, graphs and tables* from
<http://openlearn.open.ac.uk/course/view.php?id=2880>, 2008.

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

MODULE CODE:	SBPP4013C						
TITLE:	Key Skills Portfolio: Communication						
DATED:	15/02/2008						
MODULE CO-ORDINATOR:	Dr Liz Wilson						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Online programme</td><td>10%</td></tr> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Online programme	10%	Tutorials	5%	Work-based Learning	85%
Online programme	10%						
Tutorials	5%						
Work-based Learning	85%						
JACS CODE:	X220						

AIM(S)

- To develop the key skill of Communication thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.
- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority (QCA).

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance Communication level 3
http://www.qca.org.uk/libraryAssets/media/6341_com_level3.pdf, 2004.

QCA website Key Skills Standards and Guidance Communication level 4
http://www.qca.org.uk/libraryAssets/media/6342_com_level4.pdf, 2004.

Recommended

Bedford, D. and Wilson, E. *Study Skills for Foundation Degrees* London: David Fulton, 2006.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn unit *U259 Key Skills: Making a Difference* from
<http://openlearn.open.ac.uk/course/view.php?id=2771>, 2008.

OpenLearn *U072 Key Skills Assessment: Communication* from
<http://openlearn.open.ac.uk/course/view.php?id=2960>, 2008.

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

MODULE CODE: SBPP4014C
TITLE: Key Skills Portfolio: Improving own Learning and Performance
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 10

TEACHING METHODS:

Online programme	10%
Tutorials	5%
Work-based Learning	85%

JACS CODE: X220

AIM(S)

- To develop the key skill of Improving own Learning and Performance thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.

- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority (QCA).

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance Improving own Learning and Performance level 3 http://www.qca.org.uk/libraryAssets/media/6349_iolp-level-3.pdf, 2004.

QCA website Key Skills Standards and Guidance Improving own Learning and Performance level 4 http://www.qca.org.uk/libraryAssets/media/6350_iolp-level-4.pdf, 2004.

Recommended

Bedford, D. and Wilson, E. *Study Skills for Foundation Degrees* London: David Fulton, 2006.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

NCVO *How Are You Doing? Using National Occupational Standards to enable people to achieve professional and personal goals* London: NCVO Publications, 2004.

OpenLearn unit U259 *Key Skills: Making a Difference* from <http://openlearn.open.ac.uk/course/view.php?id=2771>. 2008.

OpenLearn U071 *Key Skills Assessment: Improving Own Learning and Performance* from <http://openlearn.open.ac.uk/course/view.php?id=2957>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

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

MODULE CODE: SBPP4015C
TITLE: Key Skills Portfolio: Information and Communication Technology
DATED: 15/02/2008

MODULE CO-ORDINATOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 10

TEACHING METHODS:

Online programme	10%
Tutorials	5%
Work-based Learning	85%

JACS CODE: X220

AIM(S)

- To develop the key skill of Information and Communication Technology thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.

- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority (QCA).

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance ICT level 3
http://www.qca.org.uk/libraryAssets/media/6345_it_level3.pdf, 2004.

QCA website Key Skills Standards and Guidance ICT level 4 (2004)
http://www.qca.org.uk/libraryAssets/media/6346_it_level4.pdf, 2004.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn unit *U259 Key Skills: Making a Difference* from
<http://openlearn.open.ac.uk/course/view.php?id=2771>, 2008.

OpenLearn *U073 Key Skills Assessment: Information Technology* from
<http://openlearn.open.ac.uk/course/view.php?id=2961>, 2008.

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

MODULE CODE:	SBPP4016C						
TITLE:	Key Skills Portfolio: Problem Solving						
DATED:	15/02/2008						
MODULE CO-ORDINATOR:	Dr Liz Wilson						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Online programme</td><td>10%</td></tr> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Online programme	10%	Tutorials	5%	Work-based Learning	85%
Online programme	10%						
Tutorials	5%						
Work-based Learning	85%						
JACS CODE:	X220						

AIM(S)

- To develop the key skill of problem solving thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.
- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority.

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance Problem Solving level 3
http://www.qca.org.uk/libraryAssets/media/6353_prob-level-3.pdf , 2004.

QCA website Key Skills Standards and Guidance Problem Solving level 4
<http://www.qca.org.uk/libraryAssets/media/prob-level-4.pdf>, 2004.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn unit *U259 Key Skills: Making a Difference* from
<http://openlearn.open.ac.uk/course/view.php?id=2771>. 2008.

OpenLearn *U076 Key Skills Assessment: Problem Solving* from
<http://openlearn.open.ac.uk/course/view.php?id=2965>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

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

MODULE CODE:	SBPP4017C						
TITLE:	Key Skills Portfolio: Working with Others						
DATED:	15/02/2008						
MODULE CO-ORDINATOR:	Dr Liz Wilson						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Online programme</td><td>10%</td></tr> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>85%</td></tr> </table>	Online programme	10%	Tutorials	5%	Work-based Learning	85%
Online programme	10%						
Tutorials	5%						
Work-based Learning	85%						
JACS CODE:	X220						

AIM(S)

- To develop the key skills of Working with Others thus enabling learners to benefit fully from other modules within the programme and to improve their performance and contribution in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

- A three-stage approach to key skills development underpins all key skills modules. The stages involve developing a strategy for improving skills and learning, monitoring progress as skills develop, and evaluating the effectiveness of strategy and presenting the outcomes of the learner's work.
- The tutor's main role 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.
- Learners will be responsible for preparing personal strategies in order to acquire/develop skills through the completion of tasks set by the tutor and within the learning materials provided. They will take responsibility for the quality and nature of the product by monitoring their personal progress and preparing a portfolio for submission against the national standards set by the Qualifications and Curriculum Authority.

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Portfolio with reflective commentary indicating achievement of QCA key skills standards at either level 3 or level 4 as appropriate to the learners' work role.

BIBLIOGRAPHY

Essential

QCA website Key Skills Standards and Guidance Working with Others level 3
http://www.qca.org.uk/libraryAssets/media/6357_wwo-level-3.pdf, 2004.

QCA website Key Skills Standards and Guidance Working with Others level 4
http://www.qca.org.uk/libraryAssets/media/6358_wwo-level-4.pdf, 2004.

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

OpenLearn unit U259 *Key Skills: Making a Difference* from
<http://openlearn.open.ac.uk/course/view.php?id=2771>, 2008.

OpenLearn U077 *Key Skills Assessment: Working with Others* from
<http://openlearn.open.ac.uk/course/view.php?id=2966>, 2008.

Squires, G. *Managing your Learning* London: Routledge, 2002.

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

MODULE CODE:	SBPP4018C	
TITLE:	Project Management	
DATED:	15/02/2008	
MODULE CO-ORDINATOR:	Dai Rogers	
LEVEL:	4	
CREDITS:	20	
TEACHING METHODS:	LtW package	10%
	Tutorials	5%
	Work-based Learning	85%
JACS CODE:	N213	

AIM(S)

- To enable learners to develop an awareness and understanding of project management.
- To enable learners to design, plan and implement a project.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- demonstrate a knowledge and understanding of the principles of project management;
- identify and evaluate appropriate tools and techniques for effective project management;
- design, plan and implement a project which demonstrates an understanding of issues relating to quality, risk, resources, monitoring and evaluation;
- demonstrate an ability to reflect critically upon the process of project management.

CONTENT

- Principles of project management.
- Project planning. Tools and techniques for planning and managing projects.
- Risk: identification, analysis and management.
- Quality management in a project environment.
- Project monitoring, tracking and reporting.
- Change control and the management of project issues.
- Project review and evaluation.
- Overview of PRINCE2: components, processes and techniques.
- Project management in practice: the role of the project manager.

ASSESSMENT

Portfolio 4000 words or equivalent 100%

Assessment 1: Development of a detailed project initiation document (PID) for a selected project (2000 words) (50%).

Assessment 2: Reflective journal describing the project design, planning and implementation process, including self-evaluation and recommendations for improvements (2000 words) (50%).

BIBLIOGRAPHY

Essential

Field, M. and Keller, L. *Project Management*, London: Open University/Thomson Learning, 1998.

Murray-Webster, R. and Simon, P. *Starting out in Project Management: A Study Guide for the APM Introductory Certificate in Project Management*, High Wycombe: APM Group, 2006.

Watson, M. *Managing Smaller Projects: a practical guide*, Hook: Project Manager Today Publications, 2002.

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

Recommended

APM, *APM Body of Knowledge*, APM Group, 2006.

Baguley, P. *Project Management*, London: Hodder & Stoughton, 2003.

Brown, M. *Project Management*, London: Hodder & Stoughton, 2002.

Bruce, A. and Langdon, K. *Project Management*, London: Dorling Kindersley, 2000.

Burke, R. *Project Management: planning and control techniques*, Chichester: Wiley, 2003.

Chatfield, C. and Johnson, T. *Microsoft Project 2003: step by step*, Washington: Microsoft Press, 2004.

Maylor, H. *Project Management*, Harlow: FT Prentice Hall, 2005.

Nokes, S. and Greenwood, A. *The Definitive Guide to Project Management*, London: Pearson Education, 2003.

Office of Government Commerce. *Managing Successful Projects with PRINCE2*, London: The Stationery Office, 2005.

Ufl/learnirect *Learning through Work module: Project Management*, 2008.

Webster, G. *Managing Projects at Work*, Aldershot: Gower, 1999.

Websites

Association for Project Management: <http://www.apm.org.uk>

Office of Government and Commerce: Programme and Project Management Resources: <http://www.ogc.gov.uk/sdtoolkit>

Office of Project Advice and Training: <http://www.offpat.info>

Project Management Institute: <http://www.pmi.org>

Project Management Today: <http://www.pmtoday.co.uk>

MODULE CODE:	SBPP5018C	
TITLE:	Project Management	
DATED:	November 2008	
MODULE AUTHOR:	Dai Rogers	
LEVEL:	5	
CREDITS:	20	
TEACHING METHODS:	LtW package	10%
	Tutorials	5%
	Work-based Learning	85%
JACS CODE:	N213	

AIM(S)

- To enable learners to develop an awareness and understanding of project management.
- To enable learners to design, plan and implement a project relating to their area of practice.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- demonstrate a knowledge and understanding of the principles of project management;
- identify and evaluate appropriate tools and techniques for effective project management;
- design, plan and implement a project which demonstrates an understanding of issues relating to quality, risk, resources, monitoring and evaluation;
- demonstrate an ability to reflect critically upon the process of project management including impacts outside of the immediate context.

CONTENT

- Principles of project management.
- Project planning. Tools and techniques for planning and managing projects.
- Risk: identification, analysis and management.
- Quality management in a project environment.
- Project monitoring, tracking and reporting.
- Change control and the management of project issues.
- Project review and evaluation.
- Overview of PRINCE2: components, processes and techniques.
- Project management in practice: the role of the project manager.

ASSESSMENT

Portfolio 5000 words or equivalent 100%

Assessment 1: Development of a detailed project initiation document (PID) for a selected project (2500 words) (50%).

Assessment 2: Reflective journal describing the project design, planning and implementation process, including self-evaluation and recommendations for improvements (2500 words) (50%).

BIBLIOGRAPHY

Essential

Field, M. and Keller, L. *Project Management*, London: Open University/Thomson Learning, 1998.

Murray-Webster, R. and Simon, P. *Starting out in Project Management: A Study Guide for the APM Introductory Certificate in Project Management*, High Wycombe: APM Group, 2006.

Watson, M. *Managing Smaller Projects: a practical guide*, Hook: Project Manager Today Publications, 2002.

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Recommended

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Burke, R. *Project Management: planning and control techniques*, Chichester: Wiley, 2003.

Chatfield, C. and Johnson, T. *Microsoft Project 2003: step by step*, Washington: Microsoft Press, 2004.

Maylor, H. *Project Management*, Harlow: FT Prentice Hall, 2005.

Nokes, S. and Greenwood, A. *The Definitive Guide to Project Management*, London: Pearson Education, 2003.

Office of Government Commerce. *Managing Successful Projects with PRINCE2*, London: The Stationery Office, 2005.

Ufi/learnirect *Learning through Work module: Project Management*, 2008.

Webster, G. *Managing Projects at Work*, Aldershot: Gower, 1999

Websites

Association for Project Management: <http://www.apm.org.uk>

Office of Government and Commerce: Programme and Project Management
Resources:<http://www.ogc.gov.uk/sdtoolkit>

Office of Project Advice and Training: <http://www.offpat.info>

Project Management Institute: <http://www.pmi.org>

Project Management Today: <http://www.pmtoday.co.uk>

MODULE CODE:	SBPP6018C	
TITLE:	Project Management	
DATED:	November 2008	
MODULE AUTHOR:	Dai Rogers	
LEVEL:	6	
CREDITS:	20	
TEACHING METHODS:	LtW package	10%
	Tutorials	5%
	Work-based Learning	85%
JACS CODE:	N213	

AIM(S)

- To enable learners to develop a critical awareness and understanding of project management.
- To enable learners to design, plan and implement a project relating to their area of practice.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- demonstrate a critical knowledge and understanding of the principles of project management;
- identify and critically evaluate appropriate tools and techniques for effective project management;
- design, plan and implement a project which demonstrates an understanding of issues relating to quality, risk, resources, monitoring and evaluation;
- demonstrate an ability to reflect critically upon the process of project management in complex and unpredictable contexts.

CONTENT

- Principles of project management.
- Project planning. Tools and techniques for planning and managing projects.
- Risk: identification, analysis and management.
- Quality management in a project environment.
- Project monitoring, tracking and reporting.
- Change control and the management of project issues.
- Project review and evaluation.
- Overview of PRINCE2: components, processes and techniques.
- Project management in practice: the role of the project manager.

ASSESSMENT

Portfolio 6000 words or equivalent 100%

Assessment 1: Development of a detailed project initiation document (PID) for a selected project (3000 words) (50%).

Assessment 2: Reflective journal describing the project design, planning and implementation process, including self-evaluation and recommendations for improvements (3000 words) (50%).

BIBLIOGRAPHY

Essential

Field, M. and Keller, L. *Project Management*, London: Open University/Thomson Learning, 1998.

Murray-Webster, R. and Simon, P. *Starting out in Project Management: A Study Guide for the APM Introductory Certificate in Project Management*, High Wycombe: APM Group, 2006.

Watson, M. *Managing Smaller Projects: a practical guide*, Hook: Project Manager Today Publications, 2002.

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

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Brown, M. *Project Management*, London: Hodder & Stoughton, 2002.

Bruce, A. and Langdon, K. *Project Management*, London: Dorling Kindersley, 2000.

Burke, R. *Project Management: planning and control techniques*, Chichester: Wiley, 2003.

Chatfield, C. and Johnson, T. *Microsoft Project 2003: step by step*, Washington: Microsoft Press, 2004.

Maylor, H. *Project Management*, Harlow: FT Prentice Hall, 2005.

Nokes, S. and Greenwood, A. *The Definitive Guide to Project Management*, London: Pearson Education, 2003.

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Ufi/learnirect *Learning through Work module: Project Management*, 2008.

Webster, G. *Managing Projects at Work*, Aldershot: Gower, 1999.

Websites

Association for Project Management: <http://www.apm.org.uk>

Office of Government and Commerce: Programme and Project Management Resources: <http://www.ogc.gov.uk/sdtoolkit>

Office of Project Advice and Training: <http://www.offpat.info>

Project Management Institute: <http://www.pmi.org>

Project Management Today: <http://www.pmtoday.co.uk>

MODULE CODE:	SBPP7018C	
TITLE:	Project Management	
DATED:	November 2008	
MODULE CO-ORDINATOR:	Dai Rogers	
LEVEL:	7	
CREDITS:	20	
TEACHING METHODS:	LtW package	10%
	Tutorials	5%
	Work-based Learning	85%
JACS CODE:	N213 Project Management	

AIM(S)

- To enable Learners to develop a critical awareness and understanding of project management.
- To enable learners to design, plan and implement a project.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- demonstrate an advanced knowledge and understanding of the principles of project management;
- identify and evaluate appropriate tools and techniques for effective project management;
- design, plan and implement a project which demonstrates a critical analysis of issues relating to quality, risk, resources, monitoring and evaluation;
- demonstrate an ability to reflect critically upon the process of project management.

CONTENT

- Principles of project management.
- Project planning. Tools and techniques for planning and managing projects.
- Risk: identification, analysis and management.
- Quality management in a project environment.
- Project monitoring, tracking and reporting.
- Change control and the management of project issues.
- Project review and evaluation.
- Overview of PRINCE2: components, processes and techniques.
- Project management in practice: the role of the project manager.

ASSESSMENT

Portfolio **7,000 words or equivalent** **100%**

Example - both of the following to be completed:

1. Development of a detailed project initiation document (PID) for a selected project.
2. Reflective journal describing the project design, planning and implementation process, including self-evaluation and recommendations for improvements.

BIBLIOGRAPHY

Essential

Baume, C.; Martin, P. & Yorke, M. *Managing Educational Development projects: Effective Management for Maximum Impact*, London, Kogan Page, 2003.

Field, M. & Keller, L. *Project Management*, London, Open University / Thomson Learning, 1998.

Harrison, F. & Lock, D. *Advanced Project Management: a structured approach*. Aldershot, Gower, 2004.

Murray-Webster, R. & Simon, P. *Starting out in Project Management: A Study Guide for the APM Introductory Certificate in Project Management*, High Wycombe, APM Group, 2006.

Watson, M. *Managing Smaller Projects: a practical guide*, Hook, Project Manager Today Publications, 2002.

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

Recommended

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Baguley, P. *Project Management*, London, Hodder & Stoughton, 2003.

Bartlett, J. *Managing risk for projects and programmes*, Hook, Project Manager Today Publications, 2002.

Bentley, C. *PRINCE2: a practical handbook*, Oxford, Elsevier, 2002.

Brown, M. *Project Management*, London, Hodder & Stoughton, 2002.

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Burke, R. *Project Management: planning and control techniques*, Chichester, Wiley, 2003.

Chatfield, C. & Johnson, T. *Microsoft Project 2003: step by step*, Washington, Microsoft Press, 2004.

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Nokes, S. & Greenwood, A. *The Definitive Guide to Project Management*, London, Pearson Education, 2003.

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Wales Council for Voluntary Action. *Community economic regeneration: a framework*

for evaluating community projects for European funding. Cardiff, WCVA, 2003.

Webster, G. *Managing Projects at Work*, Aldershot, Gower, 1999.

Journals

International Journal of Project Management

Project Management Journal

Project Manager Today

PROJECT magazine

Websites

Association for Project Management: <http://www.apm.org.uk>

Office of Government and Commerce: Programme and Project Management Resources:

<http://www.ogc.gov.uk/sdtoolkit>

Office of Project Advice and Training: <http://www.offpat.info>

Project Management Institute: <http://www.pmi.org>

Project Management Today: <http://www.pmtoday.co.uk>

MODULE CODE:	SBPP4020C						
TITLE:	Bilingualism in the Workplace						
DATED:	19/09/2008						
MODULE AUTHOR:	Dr Elsie C Reynolds						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Lectures</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>90%</td></tr> </table>	Tutorials	5%	Lectures	5%	Work-based Learning	90%
Tutorials	5%						
Lectures	5%						
Work-based Learning	90%						
JACS CODE:	Q140						

AIM(S)

- To provide learners with the opportunity to undertake a small research project on language choice and language use in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- examine the concept of language schemes and current language planning issues;
- discuss issues related to language choice and language use in relation to the workplace;
- compare the use of two languages in the workplace.

CONTENT

- Relevant research providing an overview of language planning, language schemes and monitoring procedures.
- The needs of a bilingual workplace including a comparison of the various sectors, different situations, a range of responsibilities and job requirements and the importance of profiling.
- An introduction to appropriate legislation related to language choice and language use.
- Case studies will be perused and will evidence the implications of a language scheme and identify good practice in terms of equality and the way in which language schemes can help identify the bilingual needs of the organisation.

ASSESSMENT

Work-based Project **2000 words or equivalent** **100%**

A 2000 word action research project undertaken in the workplace and related to language use and language choice.

BIBLIOGRAPHY

Essential

Williams C. H. (ed) *Language Revitalization: Policy and Planning in Wales*, Cardiff: University of Wales Press. 2001.

Williams, G. and Morris, D., *Language Planning and Language Use*, Cardiff: University of Wales Press. 2000.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

Costello, P. J. M., *Action Research*, London: Continuum, 2004 repr.

Thomson, A., *Critical Reasoning: A Practical Introduction*, London: Routledge, repr. 1996.

Useful web sites include

Useful web sites include

<http://www.byig-wlb.org.uk/>

<http://www.bbc.co.uk/wales>

<http://www.cymru.gov.uk/>

<http://www.statistics.gov.uk/cci/nugget.asp?id=675>

<http://www.ons.gov.uk/census/index.html>

<http://new.wales.gov.uk/docrepos/40371/403823/ELWa/732836/Language-Training-Awareness2.doc?lang=cy> (Hyfforddiant Ymwybyddiaeth Iaith – Arolwg i Elwa, 2005)

http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

<http://bl122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP5020C						
TITLE:	Bilingualism and Language Awareness in the Workplace						
DATED:	November 2008						
MODULE AUTHOR:	Dr Elsie C Reynolds						
LEVEL:	5						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Lectures</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>90%</td></tr> </table>	Tutorials	5%	Lectures	5%	Work-based Learning	90%
Tutorials	5%						
Lectures	5%						
Work-based Learning	90%						
JACS CODE:	Q 140						

AIM

To provide learners with the opportunity to undertake a small research project on language awareness related to language choice and language use in the workplace.

OBJECTIVES

By the end of the module learners should be able to:

- examine the concept of language schemes and current language planning issues;
- peruse and compare language schemes and monitoring reports;
- analyse issues related to language awareness, language choice and language use in the workplace;
- compare the use of two languages in the workplace.

CONTENT

- relevant research providing an overview of language planning, language schemes and monitoring procedures;
- the needs of a bilingual workplace including a comparison of the various sectors, different situations, a range of responsibilities and job requirements and the importance of profiling;
- an introduction to language awareness and appropriate legislation related to language choice and language use;
- case studies will be perused and will evidence the implications of a language scheme and identify good practice in terms of equality and the way in which language schemes can help identify the bilingual needs of the organisation.

ASSESSMENT

Work-based Project	2500 words or equivalent	100%
---------------------------	---------------------------------	-------------

A negotiated 2500 word action research project undertaken in the workplace on language awareness and related to language use and language choice.

BIBLIOGRAPHY

Essential

Williams, G. and Morris, D., *Language Planning and Language Use*, Cardiff: University of Wales Press. 2000.

Williams C. H. (ed) *Language Revitalization: Policy and Planning in Wales*, Cardiff: University of Wales Press. 2001.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

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<http://www.bbc.co.uk/wales>

<http://www.cymru.gov.uk/>

<http://www.statistics.gov.uk/cci/nugget.asp?id=675>

<http://www.ons.gov.uk/census/index.html>

<http://new.wales.gov.uk/docrepos/40371/403823/ELWa/732836/Language-Training-Awareness2.doc?lang=cy> (Hyfforddiant Ymwybyddiaeth Iaith – Arolwg i Elwa, 2005)

http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

(<http://b1122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>) (Nettle and Romaine)

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP6020C						
TITLE:	Bilingualism and Language Awareness in the Workplace						
DATED:	November 2008						
MODULE AUTHOR:	Dr Elsie C Reynolds						
LEVEL:	6						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Lectures</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>90%</td></tr> </table>	Tutorials	5%	Lectures	5%	Work-based Learning	90%
Tutorials	5%						
Lectures	5%						
Work-based Learning	90%						
JACS CODE:	Q 140						

AIM

To provide learners with the opportunity to undertake a research project on language awareness related to language choice and language use in the workplace.

OBJECTIVES

By the end of the module learners should be able to:

- examine the concept of language schemes and current language planning issues;
- peruse, compare and evaluate language schemes and monitoring reports;
- analyse the effects of language awareness, language choice and language use in relation to the workplace;
- compare and contrast the use of two languages in the workplace.

CONTENT

- relevant research providing an overview of language planning, language schemes and monitoring procedures;
- the needs of a bilingual workplace including a comparison of the various sectors, different situations, a range of responsibilities and job requirements and the importance of profiling;
- an introduction to language awareness and appropriate legislation related to language choice and language use;
- case studies will be perused and will evidence the implications of a language scheme and identify good practice in terms of equality and the way in which language schemes can help identify the bilingual needs of the organisation.

ASSESSMENT

Work-based Project **3000 words or equivalent** **100%**

A negotiated 3000 word action research project undertaken in the workplace on language awareness and related to language use and language choice.

BIBLIOGRAPHY

Essential

Williams, G. and Morris, D., *Language Planning and Language Use*, Cardiff: University of Wales Press. 2000.

Williams C. H. (ed) *Language Revitalization: Policy and Planning in Wales*, Cardiff: University of Wales Press. 2001.

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<http://www.cymru.gov.uk/>

<http://www.statistics.gov.uk/cci/nugget.asp?id=675>

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<http://new.wales.gov.uk/docrepos/40371/403823/ELWa/732836/Language-Training-Awareness2.doc?lang=cy> (Hyfforddiant Ymwybyddiaeth Iaith – Arolwg i Elwa, 2005)

http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

<http://b1122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP4021C	
TITLE:	Promoting Bilingualism	
DATED:	19/09/2008	
MODULE CO-ORDINATOR:	Dr Elsie C Reynolds	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Tutorials	5%
	Lectures	5%
	Work-based Learning	90%
JACS CODE:	Q140	

AIM(S)

- To encourage learners to identify good practice and to reflect upon strategies which can effectively promote and support bilingualism in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- respond effectively to the bilingual needs of the workplace;
- identify personal contribution related to roles and responsibilities;
- plan, manage and justify some strategies adopted to promote bilingualism.

CONTENT

- Good practice in the promotion of a bilingual identity and the creation of a bilingual ethos in the workplace.
- Strategies which can be used to promote bilingualism. This will include identifying and evaluating different methods related to individual roles and responsibilities which can be used to effectively.
- The responsibilities related to the promotion of bilingualism of all staff members whether they are bilingual or monolingual speakers, the importance of planning and an inclusive agenda. Consideration will be given to appropriate strategies at different levels of language planning and use.
- Different skills will be developed to enable individuals to arrange, or respond to, targets in order to further develop a bilingual workplace. A SWOT analysis will be used to identify language profiles and training needs in terms of skills development and the Future Skills Wales agenda.

ASSESSMENT

Reflective journal 2000 words or equivalent 100%

A critical journal / log justifying strategies adopted and evaluating the results. (2000 words).

BIBLIOGRAPHY

Essential

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

Welsh Assembly Government, *Skills that Work for Wales: A Skills and Employment Strategy Action Plan*, Cardiff: WAG July 2008.

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

Recommended

Aitchison, J.W. and Carter, H. *Language, Economy and Society: The Changing Fortunes of the Welsh Language in the Twentieth Century*, Cardiff: University of Wales Press, 2000.

Fishman, J. A. *Reversing Language Shift* Clevedon, Avon: Multilingual Matters, 1991.

Thomson, A. *Critical Reasoning: A Practical Introduction*, London: Routledge, repr 1996.

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http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP5021C	
TITLE:	Promoting Bilingualism	
DATED:	November 2008	
MODULE AUTHOR:	Dr Elsie C Reynolds	
LEVEL:	5	
CREDITS:	10	
TEACHING METHODS:	Tutorials	5%
	Lectures	5%
	Work-based Learning	90%
JACS CODE:	Q 140	

AIM

To encourage learners to identify and understand good practice and to reflect upon strategies which can effectively promote and support bilingualism in the workplace.

Learning Outcomes

By the end of the module learners should be able to:

- identify need and respond effectively to the bilingual requirements of the workplace;
- identify and analyse personal contribution to bilingualism related to roles and responsibilities;
- plan, manage, and evaluate strategies adopted to promote bilingualism.

CONTENT

- examples of good practice in the promotion of a bilingual identity and the creation of a bilingual ethos in the workplace;
- strategies which can be used to promote bilingualism. This will include identifying and evaluating different methods related to individual roles and responsibilities which can be used to effectively;
- the responsibilities related to the promotion of bilingualism of all staff members whether they are bilingual or monolingual speakers, the importance of planning and an inclusive agenda. Consideration will be given to appropriate strategies at different levels of language planning and use;
- different skills will be developed to enable individuals to arrange, or respond to, targets in order to further develop a bilingual workplace. A SWOT analysis will be used to identify language profiles and training needs in terms of skills development and the Future Skills Wales agenda.

ASSESSMENT

Reflective Journal **2300 words or equivalent** **100%**

A critical journal justifying strategies adopted to promote bilingualism in the workplace and an evaluation of the results. (2300 words).

BIBLIOGRAPHY

Essential

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

Welsh Assembly Government, *Skills that Work for Wales: A Skills and Employment Strategy Action Plan*, Cardiff: WAG July 2008.

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http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP 6021C	
TITLE:	Promoting Bilingualism	
DATED:	November 2008	
MODULE AUTHOR:	Dr Elsie C Reynolds	
LEVEL:	6	
CREDITS:	10	
TEACHING METHODS:	Tutorials	5%
	Lectures	5%
	Work-based Learning	90%
JACS CODE:	Q 140	

AIM

To encourage learners to adopt, evaluate and to reflect upon good practice in the promotion of bilingualism.

OBJECTIVES

By the end of the module learners should be able to:

- demonstrate an effective response to the diverse bilingual needs of the workplace;
- critically analyse the philosophy and principles of good practice in the promotion of bilingualism
- identify and justify personal contribution related to roles and responsibilities;
- plan, manage, justify and evaluate strategies adopted to promote bilingualism.

CONTENT

- good practice in the promotion of a bilingual identity and the creation of a bilingual ethos in the workplace;
- strategies which can be used to promote bilingualism. This will include identifying and evaluating different methods related to individual roles and responsibilities which can be used to effectively;
- the responsibilities related to the promotion of bilingualism of all staff members whether they are bilingual or monolingual speakers, the importance of planning and an inclusive agenda. Consideration will be given to appropriate strategies at different levels of language planning and use;
- different skills will be developed to enable individuals to arrange, or respond to, targets in order to further develop a bilingual workplace. A SWOT analysis will be used to identify language profiles and training needs in terms of skills development and the Future Skills Wales agenda.

ASSESSMENT

Reflective journal 3000 words or equivalent 100%

A critical journal evaluating and justifying each strategy adopted to promote bilingualism in the workplace. (3000 words).

BIBLIOGRAPHY

Essential

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

Welsh Assembly Government, *Skills that Work for Wales: A Skills and Employment Strategy Action Plan*, Cardiff: WAG July 2008.

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

Recommended

Aitchison, J.W. and Carter, H. *Language, Economy and Society: The Changing Fortunes of the Welsh Language in the Twentieth Century*, Cardiff: University of Wales Press, 2000.

Fishman, J. A. *Reversing Language Shift* Clevedon, Avon: Multilingual Matters, 1991.

Thomson, A. *Critical Reasoning: A Practical Introduction*, London: Routledge, repr 1996.

Useful web sites include

<http://www.byig-wlb.org.uk/>

<http://www.cymru.gov.uk/>

http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

www.becta.org.uk *The Nature of Action Research*

MODULE CODE:	SBPP7022C						
TITLE:	Bilingualism and Continuous Professional Development						
DATED:	September 2008						
MODULE AUTHOR:	Dr Elsie C Reynolds						
LEVEL:	7						
CREDITS:	20						
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Lectures</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>90%</td></tr> </table>	Tutorials	5%	Lectures	5%	Work-based Learning	90%
Tutorials	5%						
Lectures	5%						
Work-based Learning	90%						
JACS CODE:	Q 140						

AIM

- To explore historical, cultural, and sociological aspects of the nature of bilingualism in general and bilingualism in Wales in particular.
- To enable learners to explore personal and institutional continuous professional development and develop strategies in the workplace in response to the Welsh Language Act 1993

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically comprehend the impact of history and culture on the creation of a bilingual Wales;
- identify the challenges within specific organisations related to the Welsh Language Act 1993 e.g. public, private, voluntary sectors;
- evaluate the perceived threats and alleged advantages associated with the changes or proposed changes in the workplace related to the Act;
- demonstrate a thorough understanding of the importance of language planning in order that the objectives of *Iaith Pawb* are achieved.
- apply understanding of the developments in bilingualism to the need for an appropriately trained workforce.

CONTENT

The module will include:

- An introduction to the history of the Welsh language and the development of bilingualism in Wales.
- An evaluation of the ideology which underpins bilingualism and a consideration of the practical issues related to current practice.
- A critical evaluation of developments in bilingualism in different organisations.
- A consideration of the current situation regarding the Welsh language, legislation and policies.
- The professional context of the learner will be considered in the analysis of workplace practice, language planning and monitoring and the need for a programme of continuous professional development.

ASSESSMENT

Negotiated assignment 7000 words or equivalent 100%

One negotiated assignment (7,000 words) which will relate external recommendations to internal developments. This will be individually agreed but can encompass, for example:

- (a) Critical analysis of a contemporary movement, initiative or public policy within the professional area.
- (b) An evaluation of the significance of present and / or future planning in order to ascertain that a particular sector / organisation can manage the change related to language planning.
- (c) A comparative critical investigation of concepts and strategies identified in external reviews or surveys and their influence on the organisation, including its human resources, giving due consideration to their advantages and disadvantages within a specific organisation / department.

BIBLIOGRAPHY

Essential

Davies, J., *A History of Wales*. London: Penguin (chapters 6 – 7), 1994.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

Welsh Assembly Government, *Skills that Work for Wales: A Skills and Employment Strategy Action Plan*, Cardiff: WAG July 2008.

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

Recommended

Aitchison, J.W. and Carter, H. *Language, Economy and Society: The Changing Fortunes of the Welsh Language in the Twentieth Century*, Cardiff: University of Wales Press, 2000.

- Baker, C. *Aspects of Bilingualism in Wales*. Clevedon: Multilingual Matters, 1995
- Baker, C. *Attitudes and Language*. Clevedon: Multilingual Matters, 1992.
- Beatens Beardsmore, H. *Bilingualism: Basic Principles*. Clevedon: Multilingual Matters, 1986.
- Davies, J. *The Welsh Language*, Cardiff: University of Wales Press, 1999.
- Fishman, J. A. *Reversing Language Shift* Clevedon, Avon: Multilingual Matters, 1991.
- Hoffman, C. *An introduction to bilingualism*. London: Longman Linguistics Library, 1994.
- Jones, D. *Cyflwyniad i Ddwieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.
- Jones G. E. 'Yr Iaith Gymraeg yn y Llyfrau Gleision 1847', yn Jenkins G H (gol) *Gwnewch Bopeth yn Gymraeg*, Caerdydd: Gwasg Prifysgol Cymru. tt.399-449. 1999
- Hoffman, C. *An Introduction to Bilingualism*. London: Macmillan, 1991.
- Jones, R. O. *Hir Oes i'r Iaith: Agweddau ar Hanes y Gymraeg a'r Gymdeithas*. Llandysul: Gwasg Gomer, 1997.
- Lewis, G. *Hawl i'r Gymraeg*, Talybont: Y Lolfa, 2008.
- Nettle D and Romaine S. *Vanishing Voices: The Extinction of the World's Languages*, Oxford: Oxford University Press, 2000.
- Romaine, S. *Bilingualism*. (2nd ed.), Oxford: Oxford University Press, 1995.

Useful web sites include

<http://www.byig-wlb.org.uk/>

<http://www.bbc.co.uk/wales>

<http://www.cymru.gov.uk/>

<http://www.statistics.gov.uk/cci/nugget.asp?id=675>

<http://www.ons.gov.uk/census/index.html>

http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))

MODULE CODE:	SBPP7023C	
TITLE:	Learning for Development	
DATED:	November 2008	
MODULE AUTHOR:	Dr Elsie Reynolds	
LEVEL:	7	
CREDITS:	20	
TEACHING METHODS:	Tutorials	5%
	Lectures	5%
	Work-based Learning	90%
JACS CODE:	X100	

AIM(S)

- The module aims to introduce learners to the concepts and principles of learning for personal and professional development and to critically analyse subjects such as the learning organisation, knowledge management, widening participation, work-based learning and learning communities.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- investigate analytically the concept and diversity of different learning initiatives and the implications to the social and economic environment which influences them;
- evaluate the developments in policies designed to implement the different learning ideologies;
- analyse factors affecting participation in learning;
- critically investigate learning programmes and their significance within the Government's learning agenda;
- analyse relevant literature and research that is at the forefront of the study of learning in all its constituent areas;
- Position work-based learning within the growing body of provision which responds to organisational changes in pursuit of flexibility and a knowledge-based workforce

CONTENT

- The module will review the continuous debate on learning. Learners will critically evaluate the various philosophical arguments presented and try and develop a meaningful typology for the generic term 'lifelong learning'. The development of lifelong learning as a key factor in education and training policies, management issues arising from their implementation and the responses to change will be addressed.
- 'Learning' has many terms and concepts, which have increased with the advent of e-learning. The discussion will include the advent and development of technology and its general impact on learning.
- Attention will be given to the many factors affecting the development of different learning programmes - social, political and economic influences and the critical analysis of changes in policy and provision outside the compulsory education sector.
- Evaluation of learning in terms of education and training and vocational and non-vocational will include an analysis of theoretical perspectives relating to adult education, training and participation in various types of programmes.
- Development of educational and training and development policies and design of frameworks for delivery of learning programmes will include management techniques, learning models and theories, learning styles and the process of design and development.

ASSESSMENT

Negotiated assignment	7000 words or equivalent	100%
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Example 1:

Undertake a survey of a specific programme introduced to address the learning agenda. Evaluate the programme, analyse factors affecting participation and make recommendations for future development.

Example 2:

Identify the contradiction between contemporary ideologies of learning for personal and professional development and the complex realities of workplace situations. Is work-based learning an ideology which will fail due to the diverse needs of 'learning' and 'work'?

BIBLIOGRAPHY

Required

Billett, S. *Learning in the Workplace* London: Allen and Unwin, 2001.

Burke, P J *Accessing education: effectively widening participation*, Trentham 2002.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Field, J, *Lifelong learning and the new educational order*, Trentham 2000.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Hergenhahn, B. R *An introduction to theories of learning* Prentice Hall 2001.

Knapper, C K *Lifelong learning in higher education* Kogan Page 2000.

Moon, J. A. *A Handbook of Reflective and Experiential Learning: Theory and Practice* London: Routledge Falmer, 2004.

Moon, J. A. *Learning Journals* London: Routledge, 2006.

Tennant, M *Psychology and adult learning* Routledge 1997.

Cottrell, S. *Skills for Success: the personal development planning handbook* London: Palgrave Macmillan, 2003.

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

Recommended

Duke, C., *The Learning University*, Milton Keynes: Open University, 1992.

Edwards, R., Sieminski, S. and Zeldin, D. (eds), *Adult Learners, Education and Training*, London: Routledge, 1993.

Edwards, R, *Changing places? : flexibility, lifelong learning, and a learning society* by Routledge 1997.

Elliott, G, *Lifelong learning: the politics of the new learning environment*, Jessica Kingsley Publishers Ltd, 1999.

Hofstede, G., *Cultures and Organisations*, London: McGraw Hill, 1993.

Knowles, M S. *The adult learner: the definitive classic in adult education and human resource development*, Gulf Publishing, 1998.

Oldroyd, D., Elsner, D. and Poster, C., *Educational Management Today: A Concise Dictionary and Guide*, London: Paul Chapman, 1997.

Journals

British Journal of Ed Studies

International Journal of Lifelong Learning

Educational Research

Journal of British Educational Management and Administration Society

MODULE CODE: SBPP4024C
TITLE: Training the Trainers
DATED: November 2008

MODULE AUTHOR: Dr Liz Wilson
LEVEL: 4
CREDITS: 20

TEACHING METHODS: Lectures 10%
Work-based Learning 90%

JACS CODE: X100

AIM(S)

- To support those responsible for training in the workplace with the skills required to plan and present sessions for specific groups.
- To explore appropriate teaching and learning approaches, demonstrate how to plan a session, understand how to deliver inclusive sessions which motivate learners, and introduce different assessment methods.

LEARNING OUTCOMES

By the end of this module learners should be able to:

- understand their own role, responsibilities and boundaries of their role in relation to teaching;
- understand appropriate teaching and learning approaches in their specialist area;
- demonstrate session planning skills;
- understand how to deliver inclusive sessions which motivate learners;
- understand the use of different assessment methods and the need for record keeping;
- reflect on their personal development as a trainer and produce a personal development plan.

CONTENT

This introductory module will begin to explore appropriate teaching and learning approaches, demonstrate how to plan a session, understand how to deliver inclusive sessions which motivate learners, and introduce different assessment methods. In all cases learners will use content appropriate to their own specialist area. Learners will be required to have two observations of their practice. The first five learning outcomes cover the Lifelong Learning UK (LLUK) standards for the award of Preparing to Teach in the Lifelong Learning Sector (PTLLS). Learners may wish to also gain accreditation from an appropriate Awarding Body such as City and Guilds, Edexcel or OCR. In this case there are specific requirements for their portfolio and such accreditation will incur an additional fee.

ASSESSMENT

Portfolio and reflection	4000 words or equivalent	100%
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Assessment 1: produce a portfolio of evidence meeting each of the first five learning outcomes, including two observations of practice (80%)

Assessment 2: present a written reflection of their personal development as a trainer, including a personal development plan (20%).

BIBLIOGRAPHY

Armitage, A. *et al. Teaching and Training in Post-compulsory Education* Milton Keynes: Open University Press, 2003.

Gravells, A. *Delivering Adult Learning* Exeter: Learning Matters, 2006

Minton, D. *Teaching Skills in Further and Adult Education*, 3rd edn. London: Thomson Learning, 2000.

Moon, J. *Reflection in Learning and Professional Development*, London: Kogan Page, 1999.

Petty, G. *Teaching Today*, Cheltenham: Stanley Thornes (Publishers) Ltd, 2001.

Reece, I. and Walker, S. *Teaching, Training and Learning: a practical guide* Houlton-le-Spring: Business Education Publishers Ltd. 2006.

Wallace, S. *Teaching, Tutoring and Training in the Lifelong Learning Sector* Exeter: Learning Matters, 2007

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

MODULE CODE:	SBPP4025C/ SBPP4026C/ SBPP4027C	
TITLE:	Independent Study Module	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	4	
CREDITS:	10/20/30 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
JACS CODE:	N215	

AIM(S)

- To enable learners to pursue an independent learning topic derived from areas that are not covered by other modules within the Professional Practice programme.

LEARNING OUTCOMES

By the end of this module learners should be able to demonstrate:

- a knowledge and understanding of a specific area within their area of professional practice;
- an ability to develop a personal study programme;
- an ability to independently evaluate information to identify relationships and make informed judgements.

CONTENT

Over the course of this module learners will be provided with the opportunity for supported self-study in areas not covered by modules within the framework. Each independent study module will involve a written contract drawn up by the learner in consultation with appropriate tutors, through which aims, activities, assessment criteria and assessment procedures will be agreed. This contract will also include the extent of tutorial support and input required for the completion of the module.

The elements of that contract will consist of:

- A proposal for the particular area of study and its relevance to the learner's developmental needs and occupational context, and its place [in terms of coherence and progression] within their programme of study;
- A specific title for the module;
- A rationale for the module;
- The intended learning outcomes of the module;

- The process by which learning outcomes are to be achieved;
- The proposed assessment criteria linked to the learning outcomes;
- The proposed assessment task, designed to give evidence that the learning outcomes have been achieved.

ASSESSMENT

Portfolio 100%

To be negotiated with the module tutor

WBL425 2000 words or equivalent – 10 credits

WBL426 4000 words or equivalent – 20 credits

WBL427 6000 words or equivalent – 30 credits

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE:	SBPP5025C/ SBPP5026C/ SBPP5027C	
TITLE:	Independent Study Module	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	5	
CREDITS:	10/20/30 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
JACS CODE:	N215	

AIM(S)

- To enable learners to pursue an independent learning topic derived from areas that are not covered by other modules within the Professional Practice programme.

LEARNING OUTCOMES

By the end of this module learners should be able to demonstrate:

- a knowledge and understanding of a specific area within their area of professional practice;
- an ability to develop a personal study programme;
- an ability to research, analyse and evaluate information to identify relationships and patterns and make informed judgments.

CONTENT

Over the course of this module learners will be provided with the opportunity for supported self-study in areas not covered by modules within the framework. Each independent study module will involve a written contract drawn up by the learner in consultation with appropriate tutors, through which aims, activities, assessment criteria and assessment procedures will be agreed. This contract will also include the extent of tutorial support and input required for the completion of the module.

The elements of that contract will consist of:

- A proposal for the particular area of study and its relevance to the learner's developmental needs and occupational context, and its place [in terms of coherence and progression] within their programme of study;
- A specific title for the module;
- A rationale for the module;
- The intended learning outcomes of the module;
- The process by which learning outcomes are to be achieved;
- The proposed assessment criteria linked to the learning outcomes;
- The proposed assessment task, designed to give evidence that the learning outcomes have been achieved.

ASSESSMENT

Portfolio **100%**

To be negotiated with the module tutor

WBL525 2500 words or equivalent – 10 credits

WBL526 5000 words or equivalent – 20 credits

WBL527 7000 words or equivalent – 30 credits

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE:	SBPP6025C/ SBPP6026C/ SBPP6027C	
TITLE:	Independent Study Module	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	6	
CREDITS:	10/20/30 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
JACS CODE:	N215	

AIM(S)

- To enable learners to pursue an independent learning topic derived from areas that are not covered by other modules within the Professional Practice programme.

LEARNING OUTCOMES

By the end of this module learners should be able to demonstrate:

- a knowledge and understanding of a specific complex area within their area of professional practice;
- an ability to develop a personal study programme;
- an ability to research, analyse and evaluate information to identify relationships and patterns and make informed judgments on the outcomes and their wider impact.

CONTENT

Over the course of this module learners will be provided with the opportunity for supported self-study in areas not covered by modules within the framework. Each independent study module will involve a written contract drawn up by the learner in consultation with appropriate tutors, through which aims, activities, assessment criteria and assessment procedures will be agreed. This contract will also include the extent of tutorial support and input required for the completion of the module.

The elements of that contract will consist of:

- A proposal for the particular area of study and its relevance to the learner's developmental needs and occupational context, and its place [in terms of coherence and progression] within their programme of study;
- A specific title for the module;
- A rationale for the module;
- The intended learning outcomes of the module;
- The process by which learning outcomes are to be achieved;
- The proposed assessment criteria linked to the learning outcomes;
- The proposed assessment task, designed to give evidence that the learning outcomes have been achieved.

ASSESSMENT

Portfolio **100%**

To be negotiated with the module tutor

WBL625 3000 words or equivalent – 10 credits

WBL626 6000 words or equivalent – 20 credits

WBL627 9000 words or equivalent – 30 credits

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE:	SBPP7025C/ SBPP7026C/ SBPP7027C	
TITLE:	Independent Study Module	
DATED:	November 2008	
MODULE AUTHOR:	Dr Liz Wilson	
LEVEL:	7	
CREDITS:	10/20/30 credits	
TEACHING METHODS:	Tutorials	5%
	Work-based Learning	95%
JACS CODE:	N215	

AIM(S)

- To enable learners to pursue an independent learning topic derived from areas that are not covered by other modules within the Professional Practice programme.

LEARNING OUTCOMES

By the end of this module learners should be able to demonstrate:

- an advanced knowledge and understanding of a specific complex area within their area of professional practice;
- an advanced ability to develop a personal study programme;
- an ability to independently and critically evaluate information to identify inter-relationships between wider systems in which their area of practice is located.

CONTENT

Over the course of this module learners will be provided with the opportunity for supported self-study in areas not covered by modules within the framework. Each independent study module will involve a written contract drawn up by the learner in consultation with appropriate tutors, through which aims, activities, assessment criteria and assessment procedures will be agreed. This contract will also include the extent of tutorial support and input required for the completion of the module.

The elements of that contract will consist of:

- A proposal for the particular area of study and its relevance to the learner's developmental needs and occupational context, and its place [in terms of coherence and progression] within their programme of study;
- A specific title for the module;
- A rationale for the module;
- The intended learning outcomes of the module;
- The process by which learning outcomes are to be achieved;
- The proposed assessment criteria linked to the learning outcomes;
- The proposed assessment task, designed to give evidence that the learning outcomes have been achieved.

ASSESSMENT

Portfolio **100%**

To be negotiated with the module tutor

WBL725 3500 words or equivalent – 10 credits

WBL726 7000 words or equivalent – 20 credits

WBL727 10000 words or equivalent – 30 credits

BIBLIOGRAPHY

Essential

Reading will be recommended in relation to the specific area to be studied.

Recommended

Anderson, G., Boud, D. and Sampson, J. *Learning Contracts: A practical guide* London: Routledge Falmer, 1996.

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.

Gray, D. *et al. Learning Through the Workplace: A guide to work-based learning* Cheltenham: Nelson Thornes, 2004.

Stephenson, J. and Laycock M. *Using Learning Contracts in Higher Education* London: Kogan Page, 1993.

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

MODULE CODE:	SBPP4028C				
TITLE:	Language Planning and Policy				
DATED:	November 2008				
MODULE AUTHOR:	Dr Elsie C Reynolds				
LEVEL:	4				
CREDITS:	20				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	Q 140				

AIM(S)

- To enable learners to develop an understanding of language policies and language planning in Wales.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- discuss the principles and application of language planning;
- discuss the need to respond to the Welsh Assembly Government's secondary legislation related to the Welsh language;
- appreciate the need for organisation appropriate language scheme targets and the need for systems and processes to ensure their achievement.

CONTENT

- The reasons for language planning in response to socio-political needs will be discussed.
- Language schemes will be made relevant to an organisation where more than one language is used and/or an organisation in a country with more than one official/legal language.
- Policy documents, legislative requirements and strategic and language plans will be analysed and evaluated and made relevant to the organisation.
- The application of good practice in an organisation related to parity of language use will be introduced.

ASSESSMENT

Presentation and supporting evidence 2000 words or equivalent 100%

A 10 minute presentation (50%)

With supporting evidence (50%) (equivalent of 2000 words)

The content will be related to the individual context of the learner.

BIBLIOGRAPHY

Essential

Bwrdd yr Iaith Gymraeg, *Strategaeth ar gyfer yr Iaith Gymraeg*, Caerdydd: Bwrdd yr Iaith Gymraeg. 1996.

Llywodraeth Cynulliad Cymru, *Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Llywodraeth Cynulliad Cymru, 2002.

Llywodraeth Cenedlaethol Cymru, *Ein Hiaith: Ei Dyfodol: Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Cynulliad Cenedlaethol Cymru 2002.

Llywodraeth Cenedlaethol Cymru, *Ieithoedd Sy'n Cyfrif*, Caerdydd: Cynulliad Cenedlaethol Cymru. 2002.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

Aitchison, J. and Carter, H. *Spreading the Word: The Welsh Language 2001*, Talybont: Y Lolfa, 2004.

Baker, C., *Aspects of Bilingualism in Wales*. Clevedon: Multilingual Matters, 1985.

Baker, C. *Attitudes and Language*. Clevedon: Multilingual Matters, 1992.

Davies, J. *The Welsh Language*, Cardiff: University of Wales Press, 1999.

Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.

Jones G. E. 'Yr Iaith Gymraeg yn y Llyfrau Gleision 1847', yn Jenkins G H (gol) *Gwnewch Bopeth yn Gymraeg*, Caerdydd: Gwasg Prifysgol Cymru. tt.399-449. 1999.

Lewis G, *Hawl i'r Gymraeg*, Talybont: Y Lolfa: 2008.

Hoffman, C. *An Introduction to Bilingualism*. London: Macmillan, 1991.

Jones, R. O. *Hir Oes i'r Iaith: Agweddau ar Hanes y Gymraeg a'r Gymdeithas*.

Llandysul: Gwasg Gomer, 1997.

Nettle D and Romaine S. *Vanishing Voices: The Extinction of the World's Languages*, Oxford: Oxford University Press, 2000.

Romaine, S. *Bilingualism*. (2nd ed.), Oxford: Oxford University Press, 1995.

Useful web sites include

<http://www.byig-wlb.org.uk/>
<http://www.bbc.co.uk/wales>
<http://www.cymru.gov.uk/>
<http://www.statistics.gov.uk/cci/nugget.asp?id=675>
<http://www.ons.gov.uk/census/index.html>
http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language
Act 1993 (c. 38))
(<http://bl122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

MODULE CODE:	SBPP5028C				
TITLE:	Language Planning and Policy				
DATED:	November 2008				
MODULE AUTHOR:	Dr Elsie C Reynolds				
LEVEL:	5				
CREDITS:	20				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	Q 140				

AIM(S)

- To enable learners to contribute to the achievement of the targets of the language scheme of their organisation.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- evaluate the principles and application of language planning;
- discuss the need to respond to the Welsh Assembly Government's secondary legislation related to the Welsh language;
- contribute to the organisation's language scheme targets and their systems and processes of monitoring.

CONTENT

- The reasons for language planning in response to socio-political needs will be discussed.
- Language schemes will be made relevant to an organisation where more than one language is used and/or an organisation in a country with more than one official/legal language.
- Policy documents, legislative requirements and strategic and language plans will be analysed and evaluated and made relevant to the organisation.
- The application of good practice in an organisation related to parity of language use will be introduced.

ASSESSMENT

Presentation with supporting evidence 2300 words or equivalent 100%

A 15 minute presentation (50%)

With supporting evidence (50%) (equivalent of 2300 words)

The content will be related to the individual context of the learner.

BIBLIOGRAPHY

Essential

Bwrdd yr Iaith Gymraeg, *Strategaeth ar gyfer yr Iaith Gymraeg*, Caerdydd: Bwrdd yr Iaith Gymraeg. 1996.

Llywodraeth Cynulliad Cymru, *Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Llywodraeth Cynulliad Cymru, 2002.

Llywodraeth Cenedlaethol Cymru, *Ein Hiaith: Ei Dyfodol: Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Cynulliad Cenedlaethol Cymru 2002.

Llywodraeth Cenedlaethol Cymru, *Ieithoedd Sy'n Cyfrif*, Caerdydd: Cynulliad Cenedlaethol Cymru. 2002.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

Aitchison, J. and Carter, H. *Spreading the Word: The Welsh Language 2001*, Talybont: Y Lolfa, 2004.

Baker, C., *Aspects of Bilingualism in Wales*. Clevedon: Multilingual Matters, 1985.

Baker, C. *Attitudes and Language*. Clevedon: Multilingual Matters, 1992.

Davies, J. *The Welsh Language*, Cardiff: University of Wales Press, 1999.

Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.

Jones G. E. 'Yr Iaith Gymraeg yn y Llyfrau Gleision 1847', yn Jenkins G H (gol) *Gwnnewch Bopeth yn Gymraeg*, Caerdydd: Gwasg Prifysgol Cymru. tt.399-449. 1999.

Lelwis G, *Hawl i'r Gymraeg*, Talybont: Y Lolfa: 2008.

Hoffman, C. *An Introduction to Bilingualism*. London: Macmillan, 1991.

Jones, R. O. *Hir Oes i'r Iaith: Agweddau ar Hanes y Gymraeg a'r Gymdeithas*.

Llandysul: Gwasg Gomer, 1997.

Nettle D and Romaine S. *Vanishing Voices: The Extinction of the World's Languages*, Oxford: Oxford University Press, 2000.

Romaine, S. *Bilingualism*. (2nd ed.), Oxford: Oxford University Press, 1995.

Useful web sites include

<http://www.byig-wlb.org.uk/>

<http://www.bbc.co.uk/wales>

<http://www.cymru.gov.uk/>
<http://www.statistics.gov.uk/cci/nugget.asp?id=675>
<http://www.ons.gov.uk/census/index.html>
http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language
Act 1993 (c. 38))
(<http://bl122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

MODULE CODE:	SBPP6028C				
TITLE:	Language Planning and Policy				
DATED:	November 2008				
MODULE AUTHOR:	Dr Elsie C Reynolds				
LEVEL:	6				
CREDITS:	20				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	Q 140				

AIM(S)

- To enable learners to contribute to planning, and to analyse and evaluate the appropriateness of their organisation's language scheme.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically examine the principles of language planning within an organisation's language scheme;
- respond to the Welsh Assembly Government's secondary legislation related to the Welsh language;
- analyse the organisation's language scheme targets and their systems and processes of monitoring.

CONTENT

- The reasons for language planning in response to socio-political needs will be discussed.
- Language schemes will be made relevant to an organisation where more than one language is used and/or an organisation in a country with more than one official/legal language.
- Policy documents, legislative requirements and strategic and language plans will be analysed and evaluated and made relevant to the organisation.
- The application of good practice in an organisation related to parity of language use will be introduced.

ASSESSMENT

Presentation and supporting evidence 3000 words or equivalent 100%

A 20 minute presentation (50%)

With supporting evidence (50%) (equivalent of 3000 words)

The content will be related to the individual context of the learner.

BIBLIOGRAPHY

Essential

Bwrdd yr Iaith Gymraeg, *Strategaeth ar gyfer yr Iaith Gymraeg*, Caerdydd: Bwrdd yr Iaith Gymraeg. 1996.

Llywodraeth Cynulliad Cymru, *Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Llywodraeth Cynulliad Cymru, 2002.

Llywodraeth Cenedlaethol Cymru, *Ein Hiaith: Ei Dyfodol: Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Cynulliad Cenedlaethol Cymru 2002.

Llywodraeth Cenedlaethol Cymru, *Ieithoedd Sy'n Cyfrif*, Caerdydd: Cynulliad Cenedlaethol Cymru. 2002.

Mullins, L J, *Management and Organisational Behaviour*, London: Pitman, 1995.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

Aitchison, J. and Carter, H. *Spreading the Word: The Welsh Language 2001*, Talybont: Y Lolfa, 2004.

Baker, C., *Aspects of Bilingualism in Wales*. Clevedon: Multilingual Matters, 1985.

Baker, C. *Attitudes and Language*. Clevedon: Multilingual Matters, 1992.

Davies, J. *The Welsh Language*, Cardiff: University of Wales Press, 1999.

Jones, D. *Cyflwyniad i Ddwylieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.

Jones G. E. 'Yr Iaith Gymraeg yn y Llyfrau Gleision 1847', yn Jenkins G H (gol) *Gwnewch Bopeth yn Gymraeg*, Caerdydd: Gwasg Prifysgol Cymru. tt.399-449. 1999.

Lelwis G, *Hawl i'r Gymraeg*, Talybont: Y Lolfa: 2008.

Hoffman, C. *An Introduction to Bilingualism*. London: Macmillan, 1991.

Jones, R. O. *Hir Oes i'r Iaith: Agweddau ar Hanes y Gymraeg a'r Gymdeithas*.

Llandysul: Gwasg Gomer, 1997.

Nettle D and Romaine S. *Vanishing Voices: The Extinction of the World's Languages*, Oxford: Oxford University Press, 2000.

Romaine, S. *Bilingualism*. (2nd ed.), Oxford: Oxford University Press, 1995.

Useful web sites include

<http://www.byig-wlb.org.uk/>
<http://www.bbc.co.uk/wales>
<http://www.cymru.gov.uk/>
<http://www.statistics.gov.uk/cci/nugget.asp?id=675>
<http://www.ons.gov.uk/census/index.html>
http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language
Act 1993 (c. 38))
(<http://bl122w.blu122.mail.live.com/mail/InboxLight.aspx?FolderID=00000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

MODULE CODE:	SBPP7020C				
TITLE:	Language Planning and Policy				
DATED:	November 2008				
MODULE AUTHOR:	Dr Elsie C Reynolds				
LEVEL:	7				
CREDITS:	20				
TEACHING METHODS:	<table> <tr> <td>Tutorials</td><td>5%</td></tr> <tr> <td>Work-based Learning</td><td>95%</td></tr> </table>	Tutorials	5%	Work-based Learning	95%
Tutorials	5%				
Work-based Learning	95%				
JACS CODE:	Q 140				

AIM(S)

- To promote analysis and evaluation of language policies and to develop effective managerial competencies in language planning.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- critically discuss the principles and application of language planning;
- manage linguistic planning and respond to the Welsh Assembly Government's secondary legislation by ensuring consideration of the Welsh language in the drafting and forming of policies and strategies;
- critically appreciate the principles of management practice and identify and analyse various management functions within a culturally and linguistically diverse organisation;

CONTENT

- The reasons for language planning in response to socio-political needs will be discussed. Language planning typically includes several stages and the planning process involves the establishment of systems in order to implement change. Monitoring and monitoring systems will be included.
- Management theory and practice will be made relevant to an organisation where more than one language is used and/or an organisation in a country with more than one official/legal language.
- Policy documents, legislative requirements and strategic and language plans will be analysed and evaluated and made relevant to the organisation.
- Analysis of key factors in management communication. Applying good practice to the lines of communication in an organisation and developing competence using a variety of communications techniques, and ensuring parity of language use.

ASSESSMENT

Essay and work-based project	7000 words or equivalent	100%
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Essay (4000 words)	60%
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For example

Critically analyse the concept of a 'bilingual organisation' and consider how policies can be planned and utilised to ensure the mainstreaming of the Welsh language in order to achieve Language Scheme targets.

A practical project and a critical reflection (3000 words)	40%
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The project will be related to the individual context of the learner.

BIBLIOGRAPHY

Essential

Bwrdd yr Iaith Gymraeg, *Strategaeth ar gyfer yr Iaith Gymraeg*, Caerdydd: Bwrdd yr Iaith Gymraeg, 1996.

Davies, J. *A History of Wales*. London: Penguin, 1994.

Or: Jenkins, G. H. *A Concise History of Wales*, Cambridge: Cambridge University Press, 2007.

Hannagan, T., *Management*, FT Prentice Hall, 2001.

Llywodraeth Cynulliad Cymru, *Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd:

Llywodraeth Cynulliad Cymru, 2002.

Llywodraeth Cenedlaethol Cymru, *Ein Hiaith: Ei Dyfodol: Adolygiad Polisi o'r Iaith Gymraeg*, Caerdydd: Cynulliad Cenedlaethol Cymru 2002.

Llywodraeth Cenedlaethol Cymru, *Ieithoedd Sy'n Cyfrif*, Caerdydd: Cynulliad Cenedlaethol Cymru. 2002.

Mullins, L J, *Management and Organisational Behaviour*, London: Pitman, 1995.

Welsh Assembly Government, *Iaith Pawb – A National Action Plan for a Bilingual Wales*, Cardiff: WAG, 2003.

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

Recommended

Aitchison, J. and Carter, H. *Spreading the Word: The Welsh Language 2001*, Talybont: Y Lolfa, 2004.

Baker, C., *Aspects of Bilingualism in Wales*. Clevedon: Multilingual Matters, 1985.

Baker, C. *Attitudes and Language*. Clevedon: Multilingual Matters, 1992.

Cole G A., *Management Theory and Practice*, London: Letts, 1996.

Davies, J. *The Welsh Language*, Cardiff: University of Wales Press, 1999.

Jones, D. *Cyflwyniad i Ddwyieithrwydd*. Aberystwyth: Canolfan Astudiaethau Addysg, 1997.

Jones G. E. 'Yr Iaith Gymraeg yn y Llyfrau Gleision 1847', yn Jenkins G H (gol) *Gwnewch Bopeth yn Gymraeg*, Caerdydd: Gwasg Prifysgol Cymru. tt.399-449. 1999.

Lelwis G, *Hawl i'r Gymraeg*, Talybont: Y Lolfa: 2008.

Hoffman, C. *An Introduction to Bilingualism*. London: Macmillan, 1991.
Jones, R. O. *Hir Oes i'r Iaith: Agweddau ar Hanes y Gymraeg a'r Gymdeithas*.
Llandysul: Gwasg Gomer, 1997.
Nettle D and Romaine S. *Vanishing Voices: The Extinction of the World's Languages*,
Oxford: Oxford University Press, 2000.
Romaine, S. *Bilingualism*. (2nd ed.), Oxford: Oxford University Press, 1995.

Useful web sites include

<http://www.byig-wlb.org.uk/>
<http://www.bbc.co.uk/wales>
<http://www.cymru.gov.uk/>
<http://www.statistics.gov.uk/cci/nugget.asp?id=675>
<http://www.ons.gov.uk/census/index.html>
<http://new.wales.gov.uk/docrepos/40371/403823/ELWa/732836/Language-Training-Awareness2.doc?lang=cy> (Hyfforddiant Ymwybyddiaeth Iaith – Arolwg i Elwa, 2005)
http://www.opsi.gov.uk/acts/acts1993/Ukpga_19930038_en_1.htm (Welsh Language Act 1993 (c. 38))
(<http://bl122w.bl122.mail.live.com/mail/InboxLight.aspx?FolderID=000000000-0000-0000-0000-000000000001&InboxSortAscending=False&InboxSortBy=Date&n=1837137082>
(Nettle and Romaine)

MODULE CODE:	SBPP4034	
TITLE:	An Introduction to Mentoring in the Workplace	
DATED:	17/11/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	4	
CREDITS:	20	
TEACHING METHODS:	Tutorials	5%
	Workplace Learning	95%
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

By the end of this module, learners 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.

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.

ASSESSMENT

Assignment, Reflective Journal and Observation Feedback 4000 words or equivalent 100%

Assessment 1: A written assignment of 1400 words outlining the organisational benefits of mentoring and the different processes, tools and techniques available.

Identifying a suitable mentoring model which can be introduced, in order to address the needs of their organisation. (35%)

Assessment 2: A reflective journal of 1400 words outlining the experience of implementing the identified mentoring model (35%)

Assessment 3: An observed mentoring session of at least 20 minutes duration, utilising the mentoring model identified in assessment 1, including feedback from the observer, mentor and mentee (30%)

BIBLIOGRAPHY

Essential

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008

Recommended

Alfred, G. and Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring*, Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

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

CÔD Y MODWL: SBPP4034C
TEITL: Cyflwyniad i Fentora yn y Gweithle
DYDDIAD: 17/11/2010

CYDLYNYDD Y MODWL: Nick Samuel
LEFEL: 4
CREDYDAU: 20

DULLIAU ADDYSGU: Tiwtorialau 5%
Dysgu seiliedig ar Waith 95%

CÔD JACS: N612

AMCAN(ION)

- Galluogi dysgwyr i feithrin ymwybyddiaeth o'r materion sy'n gysylltiedig â mentora er mwyn gwella perfformiad unigol mewn perthynas â'r gweithle.
- Galluogi dysgwyr i gynllunio, paratoi a gweithredu proses fentora.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- dadansoddi'r ystod o brosesau, arfau a thechnegau mentora ynghyd â'u perthnasedd a'u gwerth;
- arddangos gwybodaeth a dealltwriaeth o egwyddorion mentora effeithiol a'r materion all godi o'r broses fentora;
- adnabod a chymhwyso model mentora sy'n cwrdd ag anghenion eu gweithle.

CYNNWYS

- Bydd dysgwyr yn archwilio manteision mentora i'r sefydliad a'r unigolyn. Byddant yn adolygu'r modelau a'r dulliau mentora gwahanol sydd ar gael a'r rolau a'r sgiliau sydd eu hangen ar fentoriaid. Byddant yn dewis model mentora sy'n addas ar gyfer eu gweithle.
- Bydd dysgwyr yn gweithredu eu model mentora dewisedig gydag un neu ragor o fenteion, gan adfyfyrio ar ei effeithiolrwydd, a nodi unrhyw feysydd ar gyfer gwella.

ASESU

Aseiniad, Dyddlyfr Adfyfyriol ac Adborth Arsylwi - 4000 o eiriau neu gyfwerth, 100%

Asesiad 1: Aseiniad ysgrifenedig 1400 o eiriau yn amlinellu manteision sefydliadol mentora a'r prosesau, arfau a thechnegau gwahanol sydd ar gael. Adnabod model

mentora addas y gellir ei gyflwyno, er mwyn mynd i'r afael ag anghenion eu sefydliad. (35%)

Asesiad 2: Dyddlyfr adfyfyriol 1400 o eiriau yn amlinellu'r profiad o weithredu'r model mentora a nodwyd (35%)

Asesiad 3: Sesiwn fentora a gaiff ei harsylwi, yn para o leiaf 20 munud, yn defnyddio'r model mentora a nodwyd yn asesiad 1, yn cynnwys adborth gan yr arsylwr, y mentor a'r mentai (30%)

LLYFRYDDIAETH

Hanfodol

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008

Argymhellir

Alfred, G. & Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Kay, D. & Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

Meggison, D. & Clutterbuck, D. *Techniques for Coaching and Mentoring*, Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. & Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

Argymhellir darllen pellach mewn perthynas â'r maes penodol a astudir.

MODULE CODE:	SBPP5034	
TITLE:	An Introduction to Mentoring in the Workplace	
DATED:	17/11/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	5	
CREDITS:	20	
TEACHING METHODS:	Tutorials	5%
	Workplace Learning	95%
JACS CODE:	N612	

AIM(S)

- To enable learners to analyse 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

By the end of this module, learners should be able to:

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

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

ASSESSMENT

Assignment, Reflective Journal and Observation Feedback 5000 words or equivalent 100%

Assessment 1: One written assignment of 1750 words outlining the organisational benefits of mentoring and the different processes, tools and techniques available.

Identifying a suitable mentoring model which can be introduced, in order to address the needs of their organisation. (35%)

Assessment 2: A reflective journal of 1750 words outlining the experience of implementing the identified mentoring process (35%)

Assessment 3: An observed mentoring session of at least 30 minutes duration, utilising the mentoring model identified in assessment 1, including feedback from the observer, mentor and mentee (30%)

BIBLIOGRAPHY

Essential

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008.

Recommended

Alfred, G. and Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring*, Oxford: Elsevier Butterworth-Heinemann, 2005.

Parsloe, E. and Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

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

CÔD Y MODWL:	SBPP5034C
TEITL:	Cyflwyniad i Fentora yn y Gweithle
DYDDIAD:	17/11/2010
CYDLYNYDD Y MODWL:	Nick Samuel
LEFEL:	5
CREDYDAU:	20
DULLIAU ADDYSGU:	Tiwtorialau 5% Dysgu seiliedig ar Waith 95%
CÔD JACS:	N612

AMCAN(ION)

- Galluogi dysgwyr i ddadansoddi'r materion sy'n gysylltiedig â mentora er mwyn gwella perfformiad unigol mewn perthynas â'r gweithle.
- Galluogi dysgwyr i gynllunio, paratoi a gweithredu proses fentora.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- gwerthuso'r ystod o fodelau, arfau a thechnegau mentora ynghyd â'u perthnasedd a'u gwerth;
- arddangos eu gwybodaeth a'u dealltwriaeth o egwyddorion mentora effeithiol a'r materion all godi o'r broses fentora;
- adnabod, cymhwyso a gwerthuso model mentora sy'n cwrdd ag anghenion eu gweithle.

CYNNWYS

- Bydd dysgwyr yn archwilio manteision mentora i'r sefydliad a'r unigolyn. Byddant yn adolygu'r modelau a'r dulliau mentora gwahanol sydd ar gael a'r rolau a'r sgiliau sydd eu hangen ar fentoriaid. Byddant yn dewis model mentora sy'n addas ar gyfer eu gweithle.
- Bydd dysgwyr yn gweithredu eu model mentora dewisedig gydag un neu ragor o fenteion, gan adfyfyrio ar ei effeithiolrwydd, a nodi unrhyw feysydd ar gyfer gwella.

ASESU

Aseiniad, Dyddlyfr Adfyfyriol ac Adborth Arsylwi - 5000 o eiriau neu gyfwerth, 100%

Asesiad 1: Un aseiniad ysgrifenedig 1750 o eiriau yn amlinellu manteision sefydliadol mentora a'r prosesau, arfau a thechnegau gwahanol sydd ar gael. Adnabod model mentora addas y gellir ei gyflwyno, er mwyn mynd i'r afael ag anghenion eu sefydliad. (35%)

Asesiad 2: Dyddlyfr adfyfyriol 1750 o eiriau yn amlinellu'r profiad o weithredu'r broses fentora a nodwyd (35%)

Asesiad 3: Sesiwn fentora a gaiff ei harsylwi, yn para o leiaf 30 munud, yn defnyddio'r model mentora a nodwyd yn asesiad 1, yn cynnwys adborth gan yr arsylwr, y mentor a'r mentai (30%)

LLYFRYDDIAETH

Hanfodol

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Kay, D. & Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

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Parsloe, E. & Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

Argymhellir darllen pellach mewn perthynas â'r maes penodol a astudir.

MODULE CODE:	SBPP6034	
TITLE:	An Introduction to Mentoring in the Workplace	
DATED:	17/11/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	6	
CREDITS:	20	
TEACHING METHODS:	Tutorials	5%
	Workplace Learning	95%
JACS CODE:	N612	

AIM(S)

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

LEARNING OUTCOMES

By the end of this module, learners should be able to:

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

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

ASSESSMENT

Assignment, Reflective Journal and Observation Feedback 6000 words or equivalent 100%

Assessment 1: One written assignment of 2100 words outlining the organisational benefits of mentoring and the different processes, tools and techniques available. Identifying a suitable mentoring model which can be introduced, in order to address the needs of their organisation. (35%)

Assessment 2: A reflective journal of 2100 words outlining the experience of implementing the identified mentoring process (35%)

Assessment 3: An observed mentoring session of at least 30 minutes duration, utilising the mentoring model identified in assessment 1, including feedback from the observer, mentor and mentee (30%)

BIBLIOGRAPHY

Essential

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008.

Recommended

Alfred, G. and Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Alvesson, M. *Understanding Organizational Culture*, London: Sage, 2002.

Bossons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice*, London: Palgrave Macmillan, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers*, London: CIPD Publications, 2004.

Kay, D. and Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

Meggison, D. and Clutterbuck, D. *Techniques for Coaching and Mentoring*, Oxford: Elsevier Butterworth-Heinemann, 2005.

Meggison, D. and Clutterbuck, D. *Further Techniques for Coaching and Mentoring*, Oxford: Elsevier Butterworth-Heinemann, 2009.

Parsloe, E. and Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Shea, G. F. *Mentoring (Crisp Fifty-Minute Books)*, Menlo Park CA: Crisp Publications Inc, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

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

CÔD Y MODWL: SBPP6034C
TEITL: Cyflwyniad i Fentora yn y Gweithle
DYDDIAD: 17/11/2010

CYDLYNYDD Y MODWL: Nick Samuel
LEFEL: 6
CREDYDAU: 20

DULLIAU ADDYSGU: Tiwtorialau 5%
Dysgu seiliedig ar Waith 95%

CÔD JACS: N612

AMCAN(ION)

- Galluogi dysgwyr i feithrin ymwybyddiaeth feirniadol o'r materion sy'n gysylltiedig â mentora er mwyn gwella perfformiad unigol yn y gweithle.
- Galluogi dysgwyr i gynllunio, paratoi a gweithredu model mentora.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- gwerthuso'n feirniadol yr ystod o fodelau, arfau a thechnegau mentora ynghyd â'u perthnasedd a'u gwerth;
- arddangos a gwerthuso eu gwybodaeth a'u dealltwriaeth o egwyddorion mentora effeithiol a'r materion all godi o'r broses fentora;
- adnabod, cymhwyso a gwerthuso model mentora sy'n cwrdd ag anghenion eu gweithle.

CYNNWYS

- Bydd dysgwyr yn archwilio manteision mentora i'r sefydliad a'r unigolyn. Byddant yn adolygu'r modelau a'r dulliau mentora gwahanol sydd ar gael a'r rolau a'r sgiliau sydd eu hangen ar fentoriaid. Byddant yn dewis model mentora sy'n addas ar gyfer eu gweithle a'i anghenion diwylliannol.
- Bydd dysgwyr yn gweithredu eu model mentora dewisedig gydag un neu ragor o fenteion, gan adfyfyrio ar ei effeithiolrwydd, a nodi unrhyw feysydd ar gyfer gwella.

ASESU

Aseiniad, Dyddlyfr Adfyfyriol ac Adborth Arsylwi - 6000 o eiriau neu gyfwerth, 100%

Asesiad 1: Un aseiniad ysgrifenedig 2100 o eiriau yn amlinellu manteision sefydliadol mentora a'r prosesau, arfau a thechnegau gwahanol sydd ar gael. Adnabod model

mentora addas y gellir ei gyflwyno, er mwyn mynd i'r afael ag anghenion eu sefydliad. (35%)

Asesiad 2: Dyddlyfr adfyfyriol 2100 o eiriau yn amlinellu'r profiad o weithredu'r broses fentora a nodwyd (35%)

Asesiad 3: Sesiwn fentora a gaiff ei harsylwi, yn para o leiaf 30 munud, yn defnyddio'r model mentora a nodwyd yn asesiad 1, yn cynnwys adborth gan yr arsylwr, y mentor a'r mentai (30%)

LLYFRYDDIAETH

Hanfodol

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008.

Argymhellir

Alfred, G. & Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Alvesson, M. *Understanding Organizational Culture*, London: Sage, 2002.

Bossons, P., Gover, S. & Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice*, London: Palgrave Macmillan, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers*, London: CIPD Publications, 2004.

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Parsloe, E. & Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Shea, G. F. *Mentoring (Crisp Fifty-Minute Books)*, Menlo Park CA: Crisp Publications Inc, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

Argymhellir darllen pellach mewn perthynas â'r maes penodol a astudir.

MODULE CODE:	SBPP7034	
TITLE:	An Introduction to Mentoring in the Workplace	
DATED:	17/11/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	7	
CREDITS:	20	
TEACHING METHODS:	Tutorials	5%
	Workplace Learning	95%
JACS CODE:	N612	

AIM(S)

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

LEARNING OUTCOMES

By the end of this module, learners should be able to:

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

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

ASSESSMENT

Assignment, Reflective Journal and Observation Feedback 7000 words or equivalent 100%

Assessment 1: One written assignment of 2100 words outlining the organisational benefits of mentoring and the different processes, tools and techniques available. Identifying a suitable mentoring model which can be introduced, in order to address the needs of their organisation and its culture. (35%)

Assessment 2: A reflective journal of 2100 words outlining the experience of implementing the identified mentoring process (35%)

Assessment 3: An observed mentoring session of at least 45 minutes duration, utilising the mentoring model identified in assessment 1, including feedback from the observer, mentor and mentee (30%)

BIBLIOGRAPHY

Essential

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

Ufi / Learndirect module, *Mentoring and Coaching*, 2008.

Recommended

Alfred, G. and Garvey, B. *Mentoring Pocketbook*, Alresford: Management Pocketbooks, 2010.

Alvesson, M. *Understanding Organizational Culture*, London: Sage, 2002

Bossons, P., Gover, S., Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice*, London: Palgrave Macmillan, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers*, London: CIPD Publications, 2004.

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Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

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

CÔD Y MODWL: SBPP7034C
TEITL: Cyflwyniad i Fentora yn y Gweithle
DYDDIAD: 17/11/2010

CYDLYNYDD Y MODWL: Nick Samuel
LEFEL: 7
CREDYDAU: 20

DULLIAU ADDYSGU: Tiwtorialau 5%
Dysgu seiliedig ar Waith 95%

CÔD JACS: N612

AMCAN(ION)

- Galluogi dysgwyr i feithrin ymwybyddiaeth feirniadol o'r materion sy'n gysylltiedig â mentora er mwyn gwella perfformiad unigol yn y gweithle, yr ystod o fodelau sydd ar gael a'r angen i ystyried y diwylliant gwaith lle gweithredir y broses fentora.
- Galluogi dysgwyr i gynllunio, paratoi, a gweithredu proses fentora a'i gwerthuso'n feirniadol.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- gwerthuso'n feirniadol yr ystod o fodelau, arfau a thechnegau mentora ynghyd â'u perthnasedd a'u gwerth;
- arddangos ac archwilio'n feirniadol eu gwybodaeth a'u dealltwriaeth o egwyddorion mentora effeithiol a'r materion all godi o'r broses fentora;
- adnabod, cymhwyso a gwerthuso'n feirniadol fodel mentora sy'n cwrdd ag anghenion a diwylliant eu gweithle.

CYNNWYS

- Bydd dysgwyr yn archwilio manteision mentora i'r sefydliad a'r unigolyn. Byddant yn adolygu'r modelau a'r dulliau mentora gwahanol sydd ar gael a'r rolau a'r sgiliau sydd eu hangen ar fentoriaid. Byddant yn dewis model mentora sy'n addas ar gyfer eu gweithle a'i anghenion diwylliannol.
- Bydd dysgwyr yn gweithredu eu model mentora dewisedig gydag un neu ragor o fenteion, gan adfyfrio ar ei effeithiolrwydd, a nodi unrhyw feysydd ar gyfer gwella.

ASESU

Aseiniad, Dyddlyfr Adfyfyriol ac Adborth Arsylwi - 7000 o eiriau neu gyfwerth, 100%

Asesiad 1: Un aseiniad ysgrifenedig 2100 o eiriau yn amlinellu manteision sefydliadol mentora a'r prosesau, arfau a thechnegau gwahanol sydd ar gael. Adnabod model mentora addas y gellir ei gyflwyno, er mwyn mynd i'r afael ag anghenion a diwylliant eu sefydliad. (35%)

Asesiad 2: Dyddlyfr adfyfyriol 2100 o eiriau yn amlinellu'r profiad o weithredu'r broses fentora a nodwyd (35%)

Asesiad 3: Sesiwn fentora a gaiff ei harsylwi, yn para o leiaf 45 munud, yn defnyddio'r model mentora a nodwyd yn asesiad 1, yn cynnwys adborth gan yr arsylwr, y mentor a'r mentai (30%)

LLYFRYDDIAETH

Hanfodol

Clutterbuck, D. *Everyone Needs a Mentor: Fostering talent in your organisation*, London: CIPD, 2004.

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Alvesson, M. *Understanding Organizational Culture*, London: Sage, 2002

Bossons, P., Gover, S. & Cranwell Ward, J. *Mentoring: A Henley Approach to Best Practice*, London: Palgrave Macmillan, 2004.

Hardingham, A. *The Coach's Coach: Personal development for personal developers*, London: CIPD Publications, 2004.

Kay, D. & Hinds, R. *A Practical Guide to Mentoring: How to help others achieve their goals*, Oxford: How To Books, 2009.

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Parsloe, E. & Leedham, M. *Coaching and Mentoring: Practical Conversations to Improve Learning*, London: Kogan Page, 2009.

Shea, G. F. *Mentoring (Crisp Fifty-Minute Books)*, Menlo Park CA: Crisp Publications Inc, 2009.

Whitworth, L. *et al. Co-active Coaching: New skills for coaching people to success in work and life*, London: Davies Black, 2007.

Argymhellir darllen pellach mewn perthynas â'r maes penodol a astudir.

MODULE CODE:	SBPP4035						
TITLE:	Introduction to Workplace Assessment and Dyslexia						
DATED:	16/11/2011						
MODULE AUTHOR:	Simone McNeil						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Teaching sessions and tutorials</td><td>15%</td></tr> <tr> <td>E-learning</td><td>10%</td></tr> <tr> <td>Work-based learning</td><td>75%</td></tr> </table>	Teaching sessions and tutorials	15%	E-learning	10%	Work-based learning	75%
Teaching sessions and tutorials	15%						
E-learning	10%						
Work-based learning	75%						
JACS CODE:	X350						

AIM

- To develop knowledge and understanding of the main issues related to the barriers encountered by adults with dyslexia, and how these affect their performance in the workplace.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- demonstrate understanding of how dyslexia affects an adult in the workplace and discuss the importance of screening for dyslexia;
- identify other learning difficulties including specifically dyspraxia, dyscalculia, dysgraphia, ASD (Autistic Spectrum Disorder - Asperger's syndrome) and ADD-ADHD (Attention Deficit Disorder-Attention Deficit Hyperactivity Disorder) in adults.

CONTENT

- Analysis of characteristics of dyslexia and the impact that these have on performance in the workplace.
- Characteristics of different specific learning difficulties and their impact on how individuals may achieve their full potential within the workplace.
- Concept of co-morbidity of these learning difficulties.
- An introduction to theories regarding how the memory works and the impact dyslexia has on self-esteem.
- Discussion of sample case studies of adults with a variety of specific learning difficulties including examples of reasonable adjustments.

ASSESSMENT

Reflective Portfolio (2,000 words or equivalent) 100%
 For example, a portfolio containing each of the following:

- a) An account of dyslexic indicators in an adult reflecting the issues these will present in the workplace.
- b) Discussion of two other specific learning difficulties and their impact on performance in the workplace.

BIBLIOGRAPHY

All bibliographies are *exempli gratia*.

Essential

Bartlett, D., Moody, S. and Kindersley K. *Dyslexia in the Workplace: An Introductory Guide*, 2nd ed, Chichester: Wiley Blackwell, 2010.
 British Dyslexia Association (2009) *Code of Practice Employers - Good Practice Guidelines for Supporting Employees in the Workplace* 4th ed., Bracknell: British Dyslexia Association, 2009.
 Chinn, S. (2011) *The Trouble with Maths - A Practical Guide to Helping Learners with Numeracy Difficulties*, 2nd ed., London: Routledge Falmer, 2011.
 Moody, S. (ed.) (2009) *Dyslexia and Employment: A Guide for Assessors, Trainers and Managers*, Chichester: John Wiley & Sons, 2009.
 Smythe, I. (2009) *Employment and Dyslexia Handbook*, Bracknell: British Dyslexia Association, 2009.

Recommended

Chinn, S. (2007) *Dealing with Dyscalculia*, London: Souvenir Press, 2007.
 The Equality Act 2010, <http://www.legislation.gov.uk/ukpga/2010/15/contents>
 London: legislation.gov.uk, 2010.
 Fawcett, A. and Nicolson, R. (1998) *Dyslexia Adult Screening Test (DAST)*. London: Psychological Corporation, 1998.
 Hagan, B., (2004) *Dyslexia in the Workplace: A guide for unions*, TUC. (Available at <http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1293&context=gladnetcollect>), 2004.
 McLoughlin, D., Leather, C. and Stringer, P. *The Adult Dyslexic: Interventions and Outcomes*. London: Whurr, 2002.
 Moody, S. *Dyslexia: How to survive and succeed at work*, London: Vermilion, 2006.
 Portwood, M. *Developmental Dyspraxia*, London: David Fulton, 1999.

Assistive technology:

www.brainhe.com – dyslexia at work and the law.
www.crossboweducation.com - crossbow education -virtual reading ruler
www.dystalk.com – oral case studies
www.iansyst.com – Iansyst
www.lucid-research.com - Lucid research
www.nuance.co.uk/naturally - Dragon Naturally Speaking
www.texthelp.com - Text help

Other websites:

www.bdadyslexia.org.uk

www.beingdyslexic.co.uk
www.dyslexiaaction.org.uk
www.dyslexia-adults.com - strategies
www.personneltoday.com

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

MODULE CODE:	SBPP4036						
TITLE:	Equality for the Individual with Dyslexia in the Workplace						
DATED:	16/11/2011						
MODULE AUTHOR:	Barbara Horsfall-Turner						
LEVEL:	4						
CREDITS:	10						
TEACHING METHODS:	<table> <tr> <td>Teaching sessions and tutorials</td><td>15%</td></tr> <tr> <td>E-learning</td><td>10%</td></tr> <tr> <td>Work-based learning</td><td>75%</td></tr> </table>	Teaching sessions and tutorials	15%	E-learning	10%	Work-based learning	75%
Teaching sessions and tutorials	15%						
E-learning	10%						
Work-based learning	75%						
JACS CODE:	X350						

AIM(S)

- To develop knowledge and understanding of the Equality Act 2010 and other relevant legislation in relation to dyslexia in the workplace.
- To describe and demonstrate the responsibilities of the employer related to a range of reasonable adjustments they can make.

LEARNING OUTCOMES

By the end of the modules learners should be able to:

- identify and reflect upon issues, implications and the impact of the Equality Act 2010 and other relevant legislation upon employer's duties and obligations towards individuals with dyslexia;
- assess the needs of a workplace, providing a case study analysis that identifies and explains specific strategies to support the individual with dyslexia;
- consider and explain the reasonable adjustments that an employer should make in response to specific screening for dyslexia.

CONTENT

- The Equality Act 2010 and the legal obligation of the employer to make reasonable adjustments.
- Coping strategies including the use of assistive technology in the workplace.
- Review of a variety of methods used to identify dyslexia – with special reference to the use of the DAST (Dyslexic Adult Screening Test).
- The elements of a workplace assessment report summarising the difficulties the individual with dyslexia has in the workplace and detailing reasonable adjustments that the employer can make.

- An awareness of the challenges of the Equality Act 2010 and relevant legislation for line managers and others, and how these may be resolved.
- Knowledge of different supportive schemes including Access to Work and the role of the Job Centre Plus.

ASSESSMENT

Case Study 2,000 words or equivalent)

100%

For example: Assessing the needs of a workplace, explaining the employer's response to the dyslexic employee and a discussion on the possible strategies that can be implemented by both parties.

BIBLIOGRAPHY

All bibliographies are *exempli gratia*

Essential

Bartlett, D., Moody, S. and Kindersley K. *Dyslexia in the Workplace: An Introductory Guide*, 2nd ed. Chichester: Wiley Blackwell, 2010.

British Dyslexia Association *Code of Practice Employers - Good Practice Guidelines for Supporting Employees in the Workplace* 4th ed. Bracknell: British Dyslexia Association, 2004.

Chinn, S. *The Trouble with Maths - A Practical Guide to Helping Learners with Numeracy Difficulties*, 2nd ed. London: Routledge Falmer, 2011.

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London: legislation.gov.uk, 2010.

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Portwood, M. *Developmental Dyspraxia*, London: David Fulton, 1999.

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www.brainhe.com – dyslexia at work and the law.

www.crossboweducation.com - crossbow education -virtual reading ruler

www.dystalk.com – oral case studies

www.iansyst.com – Iansyst
www.lucid-research.com - Lucid research
www.nuance.co.uk/naturally - Dragon Naturally Speaking
www.texthelp.com - Text help

Other websites:

www.bdadyslexia.org.uk
www.beingdyslexic.co.uk
www.dyslexiaaction.org.uk
www.dyslexia-adults.com
www.personneltoday.com

ACAS material will be available on the Virtual Learning Environment.

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

MODULE CODE:	SBPP7028								
TITLE:	Personal Leadership for Citizen Service								
DATED:	30/11/2009								
MODULE CO-ORDINATOR:	Richard Andrews								
LEVEL:	7								
CREDITS:	20								
TEACHING METHODS:	<table> <tr> <td>Workshops/Seminars</td><td>10%</td></tr> <tr> <td>Work based Learning</td><td>75%</td></tr> <tr> <td>Action Learning</td><td>10%</td></tr> <tr> <td>Coaching</td><td>5%</td></tr> </table>	Workshops/Seminars	10%	Work based Learning	75%	Action Learning	10%	Coaching	5%
Workshops/Seminars	10%								
Work based Learning	75%								
Action Learning	10%								
Coaching	5%								
JACS CODE:	L231								

AIM(S)

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

LEARNING OUTCOMES

By the end of the module, learners should be able to:

- evaluate and critically analyse their current personal leadership style, approach and personal effectiveness;
- evaluate and critically analyse the impact of their leadership style on the outcomes of the organisation and its partnerships, including citizens and workforce;
- demonstrate a critical appreciation of personal power, emotional intelligence and professional branding, and apply them to complex collaborative leadership contexts;
- identify and apply a range of leadership and organisational change tools, models and theories to analyse complex systems and develop innovative leadership strategies to effect citizen focussed improvement.

CONTENT

Learners will be experienced leaders. The module will require them to critically examine their practice in the light of learning and assessment of personal analysis and to create their personal leadership development plan. Learners will be required to plan, implement and evaluate leadership strategies in highly complex collaborative environments. They will demonstrate how their actions are value-based and contribute to corporate success as well as achieving individual service goals.

During the course of the module learners will:

- analyse and assess personal leadership style considering emotional and multiple intelligences, the sources of power, personal branding, motivation

theory and Maslow's Hierarchy of needs as they apply to themselves and to others;

- participate in discussions which will include the consideration and application of the SMART and PACER models in complex and fluid environments;
- be supported in the creation and implementation of a personal leadership development plan which will reflect the complexities of working in an environment of cross-sector collaboration;
- reflect on the importance of constructive feedback and how receiving and using positive challenges can improve personal effectiveness.

ASSESSMENT

Portfolio equivalent to 6,000 words (100%)

An exemplar portfolio might include:

- a critical analysis of personal leadership style and approaches;
- a personal leadership development plan;
- reflective journal(s) detailing process and achievements towards the attainment of a leadership development plan;
- evidence of implementing a leadership change programme in a work context.

BIBLIOGRAPHY

Essential

Beecham, J. et al. *Beyond Boundaries - Citizen-Centred Local Services for Wales* Cardiff: HMSO, 2004.

Brienza, D. & Cavallo, K., *Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study* (www.eiconsortium.org)

Clare Rigg, Sue Richards (eds). *Action Learning, Leadership and Organizational Development in Public Services*, Routledge, 2008.

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Mintzberg, H., Ahlstrand, B. and Lampel, J. *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management*, Harlow: FT Prentice Hall, 2006.

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Provis, C. *Ethics and Organisational Politics*. Cheltenham: Edward Elgar, 2004.

Robbins, S.P. *Essentials of Organisational Behaviour*, New Jersey: Prentice Hall. 2006.

Welsh Assembly Government, *One Wales: A progressive agenda for the government of Wales*. Cardiff: HMSO, 2007.

Welsh Local Government Association, *The Leadership Competency Framework for Welsh Local Government*. Cardiff: WLGA, 2007.

Welsh Assembly Government, *Delivering the Connections: From Vision to Action – our 5 year action plan for delivering better services in Wales*. Cardiff: HMSO, 2005.

Recommended

Adair, J. *Effective Communication*, London: Pan, 2002.

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Human Resource Management Review
Industrial and Labour Relations Review
Journal of Organizational Behaviour
Management Today
MIS Quarterly
Operations Research
Organization Science
People Management
PPP Journal, The
Public Sector Management Journal
Strategic Management Journal
The International Journal of Public Administration
The International Journal of Public Sector Management
The Review of Economics and Statistics

Web addresses

http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal
The Information Portal for the Public Service
<http://www.direct.gov.uk/en/index.htm> Wales Public Service Information
<http://www.unison.org.uk/> UNISON, The Public Service Trade Union
<http://www.opsi.gov.uk/> Office of Public Sector Information
<http://www.statistics.gov.uk/cci/nugget.asp?id=206> Office of National Statistics
<http://www.publicsectorforums.co.uk/> Public Sector Forums
<http://www.publicnet.co.uk/links/public-sector-organisations/> Public Sector Organisations
<http://wales.gov.uk/psmwsubsite/psmw/?lang=en> Public Services Management Wales
<http://wales.gov.uk/> Welsh Assembly Government
<http://www.ombudsman-wales.org.uk/> Public Service Ombudsman Wales
http://www.cipfa.org.uk/thejournal/past_issues.cfm The Journal of Finance and Management in Public Services
<http://www.businessballs.com/maslow.htm> Motivation Theory
<http://www.learnmanagement2.com/> Management Theory
www.welshlanguageboard.org Welsh Language Board

MODULE CODE: SBPP7029
TITLE: The Political Context of Citizen Service
DATED: 30/11/2009

MODULE CO-ORDINATOR: Christina Harrhy
LEVEL: 7
CREDITS: 20

TEACHING METHODS:	Workshops/Seminars	10%
	Work based Learning	75%
	Action Learning	10%
	Coaching	5%

JACS CODE: L231

AIM(S)

- To develop critical awareness of the nature and impact of the political context in which public services are designed and delivered.
- To achieve change and improvements in public services that is compatible with the democratic process and environment.

LEARNING OUTCOMES

By the end of the module, learners should be able to:

- critically evaluate the Welsh, UK and European political infrastructure and its impact on the leadership and delivery of public services;
- demonstrate a critical appreciation of the political governance arrangements for the different elements of Welsh public services and the consequent implications for partnership working;
- develop strategies for effective collaborative working between the respective officers, elected members and trades unions.

CONTENT

Learners will be experienced leaders who have been practising in a political context for some time. The taught content of this module includes using live data sourced and developed by the student group as a case study, formal input supported by lectures and field studies involving political leaders from different sectors and levels of government in Wales. Learners will be supported to consider and manage the dilemmas and potential value conflicts associated with working in a political context and will consider how their work relates to and supports local and national political priorities and policies.

Discussions will address the research ethics framework, conflicts of interest and data protection requirements related to research within a real work situation. Policies and legislation will focus upon individual requirements and statutory duties but will also include requirements of legislation such as the Welsh Language Act 1993, Equality

Act 1996, the Health and Safety at Work Act 1974, and The Data Protection Act 1988 and the implications of data sharing.

The political context will relate to national party priorities, the political cycle; political motivations and internal political processes. In addition community leadership and representation; the role of elected Members; codes of conduct, officer/Member relationships and policy making in the political context will be addressed.

ASSESSMENT

Case Study (80%)

Individually negotiated case study (5000 words or equivalent) **(80%)**

Presentation (20%)

Presentation of findings and personal learning (20 minute presentation including questions) **(20%)**.

Example case study:

A private developer submitted a planning application for a regional waste facility on the site of a former hazardous waste incinerator. Critically evaluate this case study identifying the potential issues and how they would be addressed.

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Essential

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British Journal of Leadership in Public Services
Government and Public Sector Journal
Industrial and Labour Relations Review
Journal of International Business Studies
Journal of Labour Economics
Managerial and Decision Economics
MIS Quarterly
Public Sector Management Journal
The International Journal of Public Administration
The International Journal of Public Sector Management
The Review of Economics and Statistics

Web addresses

http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal

The Information Portal for the Public Service

<http://www.direct.gov.uk/en/index.htm> Wales Public Service Information

<http://www.unison.org.uk/> UNISON, The Public Service Trade Union

<http://www.opsi.gov.uk/> Office of Public Sector Information

<http://www.statistics.gov.uk/cc/nugget.asp?id=206> Office of National Statistics

<http://www.publicsectorforums.co.uk/> Public Sector Forums

<http://www.publicnet.co.uk/links/public-sector-organisations/> Public Sector Organisations

<http://wales.gov.uk/psmwsubsite/psmw/?lang=en> Public Services Management Wales

<http://wales.gov.uk/> Welsh Assembly Government

<http://www.ombudsman-wales.org.uk/> Public Service Ombudsman Wales

http://www.cipfa.org.uk/thejournal/past_issues.cfm The Journal of Finance and Management in Public Services

MODULE CODE: SBPP7030
TITLE: Delivering Citizen Focused Outcomes
DATED: 30/11/2009

MODULE CO-ORDINATOR: Danielle Beck
LEVEL: 7
CREDITS: 20

TEACHING METHODS:	Workshops/Seminars	10%
	Work based Learning	75%
	Action Learning	10%
	Coaching	5%

JACS CODE: L231

AIM(S)

- To develop creative and innovative leadership to deliver citizen focussed strategic and operational improvements using pioneering approaches to ensure efficiency and effectiveness.
- To enable learners to challenge norms, and to deliver change and improvement through effectively engaging and motivating others.

LEARNING OUTCOMES

By the end of the module, learners should be able to:

- demonstrate a critical appreciation of a range of approaches to outcome based planning;
- demonstrate the application of outcome based thinking in the leadership of teams and partnerships;
- critically evaluate innovative approaches to address complex and fluid challenges;
- demonstrate a critical appreciation of the issues arising from giving and receiving advice and guidance, including identifying dilemmas and value conflicts.

CONTENT

Learners will be experienced leaders who have been practising in public service for some time. The module will require them to critically examine an activity or process in another part of their own organisation or within another organisation. This will enable service improvement through the provision of effective structures, feedback and support.

Learners will be introduced to outcomes thinking, performance indicators and accountability. Outcome based approaches and methodologies for planning,

contracting and service delivery, and the management and development of staff will be included and related to relevant theory.

The balance of challenge and risk will be highlighted whilst addressing development and innovation in the strategic development of services. Partnership development and leadership, negotiating shared goals and outcomes and monitoring and evaluation progress and outcomes will be examined and systems thinking and process mapping will form the basis of application.

ASSESSMENT

Case Study (100%)

Case study - the equivalent of 6000 words – which will link to previously identified organisational outcomes, critically analysing an activity or process in another part of their own organisation or within another organisation.

Example Case Study:

A programme is in place across the borough that tackles frailty and the negative impacts associated with it. It has been acknowledged that a shared approach should be adopted and the programme reviewed. Critically evaluate the programme, identifying potential issues and responses and produce recommendations for change using an outcome based approach.

BIBLIOGRAPHY

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Budd, L., Charlesworth, J. & Paton R. (Eds). *Making Policy Happen*, Routledge, 2006.

Cameron, E. and Green, M. *Making sense of Change Management*, London: Kogan Page, 2009.

Friedman, M. *Trying Hard is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities*, Victoria, B.C.: Trafford Publishing, 2005.

Gray, D.E. *Doing Research in the Real World*, London: Sage, 2004.

Seddon, J. *Systems Thinking in the Public Sector*, Axminster: Triarchy, 2008.

Recommended

Annie E. Casey Foundation *Turning Curves, Achieving Results*. Baltimore: Annie E. Casey Foundation, 2007.

Armstrong, M. *A Handbook of Human Resource Management Practice*, London: Kogan Page, 2006.

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Montgomery County Family and Children First Council *2008 Progress Report on Communities, Outcomes, Indicators and Strategies*, Dayton OH: MCFCFC, 2008.

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Industrial and Labour Relations Review
International Journal of Public Sector Management
Journal of Human Resources, The
Journal of International Business Studies
Journal of Organizational Behaviour
Management Today
Managerial and Decision Economics
Operations Research
Organization Science
People Management
PPP Journal, The
Public Sector Management Journal
Strategic Management Journal

Web addresses

http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal
The Information Portal for the Public Service
<http://www.direct.gov.uk/en/index.htm> Wales Public Service Information
<http://www.unison.org.uk/> UNISON, The Public Service Trade Union
<http://www.opsi.gov.uk/> Office of Public Sector Information

<http://www.statistics.gov.uk/cci/nugget.asp?id=206> Office of National Statistics
<http://www.publicsectorforums.co.uk/> Public Sector Forums
<http://www.publicnet.co.uk/links/public-sector-organisations/> Public Sector Organisations
<http://wales.gov.uk/psmwsubsite/psmw/?lang=en> Public Services Management Wales
<http://wales.gov.uk/> Welsh Assembly Government
<http://www.ombudsman-wales.org.uk/> Public Service Ombudsman Wales
http://www.cipfa.org.uk/thejournal/past_issues.cfm The Journal of Finance and Management in Public Services
<http://www.businessballs.com/maslow.htm> Motivation Theory
<http://www.learnmanagement2.com/> Management Theory

MODULE CODE:	SBPP7031
TITLE:	Planning for Learning and Development
DATED:	19/05/2010
MODULE CO-ORDINATOR:	Nick Samuel
LEVEL:	7
CREDITS:	5
TEACHING METHODS:	Independent Study 100%
JACS CODE:	N215

AIM(S)

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

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

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

ASSESSMENT

Portfolio 1500 words or equivalent 100%

Example: A pre-course learning plan (500 words or equivalent) and a critical reflection (1000 words or equivalent)

BIBLIOGRAPHY

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work*, London: Routledge, 2005.

Campbell, A, and Norton, L. *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice* Exeter: Learning Matters Ltd., 2007.

Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice*, London: Routledge Falmer, 2004.

Background

Participants are encouraged to select background reading from the following bibliography

All resources with a website address will be available from the University's Virtual Learning Environment under the work-based learning area, as will the example Personal Development Plans below. Further bilingual materials may be found on the VLE.

BBC and Open University, Learning Styles.

<http://www.open2.net/survey/learningstyles/>

DeBono E., official website, <http://www.edwdebono.com/>

Gardner, H., official website <http://pzweb.harvard.edu/PIs/HG.htm>

Higher Education Academy, 'What is Reflective Practice',

<http://www.ukcle.ac.uk/resources/reflection/what.html>

Kolb, D., official website, <http://www.dkolb.org/>

'Personal Development', <http://www.businessballs.com/personal-development.htm>

Theories of Reflection, <http://www.infed.org/biblio/b-reflect.htm>

http://www.aua.ac.uk/professional_development/cpd/summary_doc/pdp_template.pdf

http://www.imperial.ac.uk/ice/dev/PDP_Template.doc

http://www.iienet2.org/uploadedFiles/IIE/Technical_Resources/Conference_Proceedings/Annual/20-pres.pdf

<http://rapidbi.com/created/personaldevelopmentplan.html#formonthethejobdevelopmentrecord>

<http://www.docstoc.com/docs/6498566/Personal-Development-Plan-template/>

<http://www.sbe.hw.ac.uk/currentstudents/studentinfo/PDPtemplate2.doc>

CÔD Y MODWL:	SBPP7031C	
TEITL:	Cynllunio ar gyfer Dysgu a Datblygiad	
DYDDIAD:	19/05/2010	
AWDUR Y MODWL:	Nick Samuel	
LEFEL:	7	
CREDYDAU:	5	
DULLIAU ADDYSGU:	Astudio Annibynnol	100%
CÔD JACS:	N215	

AMCAN(ION)

- Galluogi dysgwyr i adfyfrio'n feirniadol ar eu cryfderau a'u meysydd i'w datblygu, wrth baratoi ar gyfer datblygiad personol a phroffesiynol.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- dangos gwybodaeth a dealltwriaeth ddatblygedig o'u harfer personol a phroffesiynol eu hun;
- adfyfrio'n feirniadol ar ystod o weithgareddau diagnostig;
- dangos gallu datblygedig i greu cynllun personol cyn y cwrs yn annibynnol, gan ddynodi meysydd i'w datblygu.

CYNNWYS

- Hunan ymwybyddiaeth am allu presennol yw man cychwyn unrhyw weithgaredd dysgu. Bydd gofyn i ddysgwyr adnabod eu galluoedd eu hun drwy adolygu unrhyw ddeunydd diweddar sy'n rhoi adborth ar eu cryfderau a'u meysydd i'w datblygu. Gallai hyn gynnwys arfarniadau perfformiad, cynlluniau perfformiad, adroddiadau adborth 360 gradd, gwerthusiadau seicometrig. Cefnogir yr hunan-adfyfrio hwn gan adnoddau ar-lein. Bydd y dysgwr yn creu cynllun dysgu cyn y cwrs, gan ddynodi'r prif feysydd i ganolbwyntio arnynt. Dylai'r dysgwr adolygu'r cynllun dysgu gyda'i reolwr llinell cyn mynychu'r digwyddiad dysgu, e.e. Ysgol Haf.

ASESU

Portffolio 1500 o eiriau neu'r cyfwerth 100%

Enghraifft: Cynllun dysgu cyn y cwrs (500 o eiriau neu'r cyfwerth) ac adfyfrio beirniadol (1000 o eiriau neu'r cyfwerth)

LLYFRYDDIAETH

Argymhellir

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work* London: Routledge, 2005.
Campbell, A. and Norton, L. *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*. Exeter: Learning Matters Ltd., 2007.
Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer, 2004.

Darllen Cefndirol

Anogir dysgwyr i ddewis darllen cefndirol o'r llyfryddiaeth isod

Bydd yr holl adnoddau â chyfeiriad gwe ar gael drwy Amgylchedd Dysgu Rhithwir (VLE) y Brifysgol yn yr ardal dysgu seiliedig ar waith, yn ogystal â'r Cynlluniau Datblygiad Personol enghreifftiol isod. Gellir dod o hyd i fwy o ddeunyddiau dwyieithog ar y VLE.

BBC and Open University, Learning Styles.

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DeBono E., official website, <http://www.edwdebono.com/>

Gardner, H., official website <http://pzweb.harvard.edu/PIs/HG.htm>

Higher Education Academy, 'What is Reflective Practice',

<http://www.ukcle.ac.uk/resources/reflection/what.html>

Kolb, D., official website, <http://www.dkolb.org/>

'Personal Development', <http://www.businessballs.com/personal-development.htm>

Theories of Reflection, <http://www.infed.org/biblio/b-reflect.htm>

http://www.aua.ac.uk/professional_development/cpd/summary_doc/pdp_template.pdf

http://www.imperial.ac.uk/ice/dev/PDP_Template.doc

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MODULE CODE:	SBPP7032	
TITLE:	Public Service Management Wales Summer School	
DATED:	19/05/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	7	
CREDITS:	10	
TEACHING METHODS:	Direct delivery	50%
	Independent study	50%
JACS CODE:	N215	

AIM(S)

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

LEARNING OUTCOMES

By the end of this module learners should be able to demonstrate:

- full engagement with the range of activities at the PSMW Summer School;
- the critical identification of specific areas covered in the Summer School that will aid their personal and professional development in the workplace;
- an ability to independently and critically reflect upon current management and leadership theory and relate it to their own practice.

CONTENT

Over the course of the Summer School, learners will be provided with the opportunity to attend a series of learning activities and events in the form of keynote speakers, workshops and round table discussions. Learners will be provided with a *Learning Guide* which contains the required preparatory reading for each keynote speaker, along with reflective questions to aid a facilitated group discussion at the end of each day. Learners will receive feedback on the psychometric evaluation they completed prior to attendance at the Summer School. They will also be provided with a *Learning Journal* for capturing their learning during the week and a *Delegate Workbook* for exploring theories and concepts further. Learners will be provided with time to reflect on each activity and record their thoughts in the journal or workbook as appropriate. Learners will be required to complete a learning implementation plan in the form of a *Learning to Action Contract* prior to departure from the Summer School.

Learners will use the relevant information recorded in the workbook, journal, the psychometric report and Learning to Action Contract within their portfolio

ASSESSMENT

Portfolio: 3000 words or equivalent

100%

Example: A series of critical reflections evidencing personal engagement with a range of learning activities. These should be supported by theory and related to practice.

BIBLIOGRAPHY

Essential

PSMW *Delegate Workbook*

PSMW *Learning Guide*

PSMW *Learning Journal*

PSMW *Learning to Action Contract*

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work*. London: Routledge, 2005.

Brockbank, A. and McGill, I *Facilitating Reflective Learning in Higher Education*. Maidenhead: Open University Press, 2007.

Campbell, A. and Norton, L. *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*. Exeter: Learning Matters Ltd., 2007.

Gilbert, A. *Go-MAD: The Art of Making a Difference*. Reading: Cox and Wyman, 2005.

Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer, 2004.

Background

Participants are encouraged to select background reading from the following bibliography. Further bilingual resources will be found on the VLE.

Boniwell, I. *Time in our lives: Time use satisfaction and its relationship with subjective well-being*. Saarbrücken: VDM, 2009.

Butler Flora, C. and Flora, J. L. *Rural Communities: Legacy and Change*. London: Westview Press, 2008.

Denning, S. *The Secret Language of Leadership*. Chichester: John Wiley and Sons Inc., 2007.

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Gratton, L. *Hot Spots: Why Some Teams, Workplaces and Organisations Buzz with Energy – and Others Don't*. San Francisco: Berrett-Koehler Publishers Inc., 2007.

Kegan, R. and Lahey, L. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization (Leadership for the Common Good)*. Boston: Harvard Business Press, 2009.

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Klein, R.H. *Leadership in a Changing World*. Plymouth: Lexington Books, 2008.

Lakomski, G. *Managing Without Leadership: Towards a Theory of Organisational Functioning*. Kidlington: Elsevier Science, 2005.

McKee, A., Boyatzis, R. and Johnston, F. *Becoming a Resonant Leader*. Boston: Havard Business Press, 2008.

Middleton, J. *Beyond Authority – Leadership in a Changing World*. Basingstoke: Palgrave Macmillan, 2007.

Reeves, R., and Knell, J. *The 80 Minute MBA: Everything You'll Never Learn at Business School*. London: Headline, 2009.

Ryde, R. *Thought Leadership: Moving Hearts and Minds*. Basingstoke: Palgrave Macmillan, 2007.

Scharmer, C.O. *Theory U: Learning from the Future as It Emerges: Learning from the Futures as It Emerges*. San Francisco: Berrett-Koehler, 2009.

Seddon, J. and Middleton, P. *Delivering Public Services That Work*. Axminster: Triarchy 2010.

Surowiecki, J. *The Wisdom of Crowds*. London: Random House Inc., 2004.

CÔD Y MODWL:	SBPP7032C
TEITL:	Ysgol Haf Rheoli yng Ngwasanaeth Cyhoeddus Cymru
DYDDIAD:	19/05/2010
AWDUR Y MODWL:	Nick Samuel
LEFEL:	7
CREDYDAU:	10 Credyd
DULLIAU ADDYSGU:	Cyflwyno uniongyrchol 50% Astudio Annibynnol 50%
CÔD JACS:	N215

AMCAN(ION)

- Galluogi dysgwyr i gymryd rhan feirniadol yng ngweithgareddau Ysgol Haf RhNgCC, ac i adfyfrio ar eu perthnasedd i ddatblygiad personol a phroffesiynol y dysgwr ei hun.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru dangos:

- cymryd rhan gyflawn yn yr ystod o weithgareddau yn Ysgol Haf RhNgCC;
- adnabod yn feirniadol feysydd penodol a gwmpesir gan yr Ysgol Haf ac a fydd o gymorth yn eu datblygiad personol a phroffesiynol yn y gweithle;
- gallu i adfyfrio'n annibynnol ac yn feirniadol ar ddamcaniaethau cyfredol am reolaeth ac arweinyddiaeth a'u cysylltu â'u harfer personol.

CYNNWYS

Yn ystod yr Ysgol Haf bydd dysgwyr yn cael y cyfle i fynychu cyfres o weithgareddau a digwyddiadau dysgu ar ffurf siaradwyr cyweirnod, gweithdai a thrafodaethau o gwmpas y bwrdd. Darperir *Canllaw Dysgu* ar gyfer dysgwyr sy'n cynnwys y darllen paratoadol gofynnol ar gyfer pob siaradwr cyweirnod, ynghyd â chwestiynau adfyfyriol i helpu trafodaeth grŵp a hwylusir ar ddiwedd pob diwrnod. Bydd dysgwyr yn derbyn adborth ar y gwerthusiad seicometrig a gwblhawyd ganddynt cyn mynychu'r Ysgol Haf. Hefyd darperir *Dyddlyfr Dysgu* ar eu cyfer i nodi'u dysgu yn ystod yr wythnos a *Llyfr Gwaith y Cynrychiolydd* er mwyn archwilio damcaniaethau a chysyniadau ymhellach. Rhoddir amser i ddysgwyr adfyfrio ar bob gweithgaredd a chofnodi'u meddyliau yn y dyddlyfr neu'r llyfr gwaith fel y bo'n briodol. Bydd gofyn i ddysgwyr gwblhau cynllun gweithredu dysgu ar ffurf *Contract Gweithredu ar Ddysgu* cyn gadael yr Ysgol Haf.

Bydd dysgwyr yn defnyddio'r wybodaeth berthnasol a gofnodir yn y llyfr gwaith, y dyddlyfr, yr adroddiad seicometrig a'r Contract Gweithredu ar Ddysgu o fewn eu portffolio.

ASESU

Portffolio

3000 o eiriau neu'r cyfwerth

100%

Enghraifft: Cyfres o adfyfyrion beirniadol sy'n dangos tystiolaeth o gymryd rhan yn bersonol mewn ystod o weithgareddau dysgu. Dylai'r rhain gael eu cefnogi gan ddamcaniaethau a chael eu cysylltu ag arfer.

LLYFRYDDIAETH

Hanfodol

RhNgCC *Llyfr Gwaith y Cynrychiolydd*

RhNgCC *Canllaw Dysgu*

RhNgCC *Dyddlyfr Dysgu*

RhNgCC *Contract Gweithredu ar Ddysgu*

Argymhellir

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work*. London: Routledge, 2005.

Brockbank, A. and McGill, I. *Facilitating Reflective Learning in Higher Education*. Maidenhead: Open University Press, 2007.

Campbell, A. and Norton, L. *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*. Exeter: Learning Matters Ltd., 2007

Gilbert, A. *Go-MAD: The Art of Making a Difference* Reading: Cox and Wyman, 2005

Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer, 2004.

Darllen Cefndirol

Anogir dysgwyr i ddewis darllen cefndirol o'r llyfryddiaeth isod. Gellir dod o hyd i fwy o ddeunyddiau dwyieithog ar y VLE.

Boniwell, I. *Time in our lives: Time use satisfaction and its relationship with subjective well-being*. Saarbrücken: VDM, 2009.

Butler Flora, C. and Flora, J.L. *Rural Communities: Legacy and Change*. London: Westview Press, 2008.

Denning, S. *The Secret Language of Leadership*. Chichester: John Wiley and Sons Inc., 2007.

Gobillot, E. *The Connected Leader: Creating Agile Organisations for People, Performance and Profit*. London: Kogan Page Limited, 2007.

Gratton, L. *Hot Spots: Why Some Teams, Workplaces and Organisations Buzz with Energy – and Others Don't*. San Francisco: Berrett-Koehler Publishers Inc., 2007.

Kegan, R. and Lahey, L. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization (Leadership for the Common Good.)* Boston: Harvard Business Press, 2009.

Kellerman, B. *Bad Leadership: What It Is, How It Happens, Why It Matters*. Boston: Harvard Business School Press 2004.

Kellerman, B. *Followership: How Followers Are Creating Change and Changing Leaders*. Boston: Harvard Business Press, 2008.

Klein, R.H. *Leadership in a Changing World*. Plymouth: Lexington Books, 2008.

Lakomski, G. *Managing Without Leadership: Towards a Theory of Organisational Functioning*. Kidlington: Elsevier Science, 2005.

McKee, A., Boyatzis, R. and Johnston, F. *Becoming a Resonant Leader*. Boston: Harvard Business Press, 2008.

Middleton, J. *Beyond Authority – Leadership in a Changing World*. Basingstoke: Palgrave Macmillan, 2007.

Reeves, R. and Knell, J. *The 80 Minute MBA: Everything You'll Never Learn at Business School*. London: Headline, 2009.

Ryde, R. *Thought Leadership: Moving Hearts and Minds*. Basingstoke: Palgrave Macmillan, 2007.

Scharmer, C.O. *Theory U: Learning from the Future as It Emerges: Learning from the Futures as It Emerges*. San Francisco: Berrett-Koehler, 2009.

Seddon, J. and Middleton, P. *Delivering Public Services That Work*. Axminster: Triarchy, 2010.

Surowiecki, J. *The Wisdom of Crowds*. London: Random House Inc., 2004.

MODULE CODE:	SBPP7033	
TITLE:	Public Service Management Wales Summer School Personal Development Plan	
DATED:	19/05/2010	
MODULE CO-ORDINATOR:	Nick Samuel	
LEVEL:	7	
CREDITS:	5	
TEACHING METHODS:	Independent Study	100%
JACS CODE:	N215	

AIM(S)

- To enable learners to prepare a comprehensive and robust Development Plan related to the learning from the PSMW Summer School.

LEARNING OUTCOMES

By the end of the module learners should be able to:

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

CONTENT

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

ASSESSMENT

Portfolio: 1500 words or equivalent 100%
A comprehensive development plan (1000 words or equivalent) and a critical reflection (500 words or equivalent).

BIBLIOGRAPHY

Essential

PSMW *Delegate Workbook*
PSMW *Learning Guide*
PSMW *Learning Journal*
PSMW *Learning to Action Contract*

Recommended

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work*. London: Routledge, 2005.
Brockbank, A. and McGill, I *Facilitating Reflective Learning in Higher Education*. Maidenhead: Open University Press, 2007.
Campbell, A. and Norton, L. *Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice*. Exeter: Learning Matters Ltd., 2007.
Gilbert, A. *Go-MAD: The Art of Making a Difference*. Reading: Cox and Wyman, 2005.
Moon, J.A. *A Handbook of Reflective and Experiential Learning: Theory and Practice*. London: Routledge Falmer, 2004.

Background

Participants are encouraged to select background reading from the following bibliography. Further bilingual resources will be found on the VLE.

Boniwell, I. *Time in our lives: Time use satisfaction and its relationship with subjective well-being*. Saarbrücken: VDM, 2009.
Butler Flora, C. and Flora, J.L. *Rural Communities: Legacy and Change*. London: Westview Press, 2008.
Denning, S. *The Secret Language of Leadership*. Chichester: John Wiley and Sons Inc., 2007.
Gobillot, E. *The Connected Leader: Creating Agile Organisations for People, Performance and Profit*. London: Kogan Page Limited, 2007.
Gratton, L. *Hot Spots: Why Some Teams, Workplaces and Organisations Buzz with Energy – and Others Don't*. San Francisco: Berrett-Koehler Publishers Inc., 2007.
Kegan, R. and Lahey, L. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization (Leadership for the Common Good)*. Boston: Harvard Business Press, 2009.
Kellerman, B. *Bad Leadership: What It Is, How It Happens, Why It Matters*. Boston: Harvard Business School Press 2004.
Kellerman, B. *Followership: How Followers Are Creating Change and Changing Leaders*. Boston: Harvard Business Press, 2008.
Klein, R.H. *Leadership in a Changing World*. Plymouth: Lexington Books, 2008.
Lakomski, G. *Managing Without Leadership: Towards a Theory of Organisational Functioning*. Kidlington: Elsevier Science, 2005.
McKee, A., Boyatzis, R. and Johnston, F. *Becoming a Resonant Leader*. Boston: Harvard Business Press, 2008.
Middleton, J. *Beyond Authority – Leadership in a Changing World*. Basingstoke: Palgrave Macmillan, 2007.
Reeves, R., and Knell, J. *The 80 Minute MBA: Everything You'll Never Learn at Business School*. London: Headline, 2009.

- Ryde, R. *Thought Leadership: Moving Hearts and Minds*. Basingstoke: Palgrave Macmillan, 2007.
- Scharmer, C.O. *Theory U: Learning from the Future as It Emerges: Learning from the Futures as It Emerges*. San Francisco: Berrett-Koehler, 2009.
- Seddon, J., and Middleton, P. *Delivering Public Services That Work*. Axminster: Triarchy, 2010.
- Surowiecki, J. *The Wisdom of Crowds*. London: Random House Inc., 2004.

CÔD Y MODWL:	SBPP7033C	
TEITL:	Cynllun Datblygiad Personol Ysgol Haf	
	Rheoli yng Ngwasanaeth Cyhoeddus Cymru	
DYDDIAD:	19/05/2010	
AWDUR Y MODWL:	Nick Samuel	
LEFEL:	7	
CREDYDAU:	5	
DULLIAU ADDYSGU:	Astudio Annibynnol	100%
CÔD JACS:	N215	

AMCAN(ION)

- Galluogi dysgwyr i baratoi Cynllun Datblygu cynhwysfawr a chadarn sy'n gysylltiedig â'r dysgu yn Ysgol Haf RhNgCC.

DEILLIANNAU DYSGU

Erbyn diwedd y modwl hwn dylai dysgwyr fedru:

- adfyfrio'n feirniadol ar y dysgu a brofwyd yn ystod yr Ysgol Haf a sut y gellir ei gymhwyso at ddatblygu'u gyrfa eu hun;
- ymchwilio'n ddadansoddol i weithgareddau datblygu a'u blaenoriaethu;
- llunio cynllun datblygu cynhwysfawr a chadarn gan ddynodi adnoddau allweddol.

CYNNWYS

Yn sgil y dysgu a wneir, bydd dysgwyr yn canolbwyntio ar eu safle gyfredol o fewn eu sefydliad. Dynodir cyfleoedd i wella arfer a gwerthusir datblygiadau gyrfa posibl. Bydd gofyn i ddysgwyr greu nodau o ran gyrfa. Byddant yn llunio cynllun datblygu cynhwysfawr, ynghyd â dyddiadau targed, er mwyn cyflawni'u nodau o ran gyrfa. Cyflawnir hyn drwy dynnu ar y bylchau a ddynodir drwy'r gwaith cyn y cwrs, y gweithgareddau datblygu a gwmpesir yn yr Ysgol Haf a'u Contract Gweithredu ar Ddysgu. Hefyd byddant yn adnabod yr unigolion allweddol a allai eu helpu i gyflawni'u cynllun datblygu, gan gynnwys strategaethau i'w cael i gyfrannu. Rhaid i reolwr llinell y dysgwr gytuno ar ei gynllun datblygu a'i gadarnhau.

ASESU

Portffolio 1500 o eiriau neu'r cyfwerth 100%

Cynllun datblygu cynhwysfawr (1000 o eiriau neu'r cyfwerth) ac adfyfrio beirniadol (500 gair neu'r cyfwerth).

LLYFRYDDIAETH

Hanfodol

RhNgCC *Llyfr Gwaith y Cynrychiolydd*
RhNgCC *Canllaw Dysgu*
RhNgCC *Dyddlyfr Dysgu*
RhNgCC *Contract Gweithredu ar Ddysgu*

Argymhellir

Boud, D., Docherty, P. and Cressey, P. (eds) *Productive Reflection at Work*. London: Routledge, 2005.
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Darllen Cefndirol

Anogir dysgwyr i ddewis darllen cefndirol o'r llyfryddiaeth isod. Gellir dod o hyd i fwy o ddeunyddiau dwyieithog ar y VLE.

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Butler Flora, C. and Flora, J.L. *Rural Communities: Legacy and Change*. London: Westview Press, 2008.
Denning, S. *The Secret Language of Leadership*. Chichester: John Wiley and Sons Inc., 2007.
Gobillot, E. *The Connected Leader: Creating Agile Organisations for People, Performance and Profit*. London: Kogan Page Limited, 2007.
Gratton, L. *Hot Spots: Why Some Teams, Workplaces and Organisations Buzz with Energy – and Others Don't*. San Francisco: Berrett-Koehler Publishers Inc., 2007.
Kegan, R. and Lahey, L. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization (Leadership for the Common Good)*. Boston: Harvard Business Press, 2009.
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Middleton, J. *Beyond Authority – Leadership in a Changing World*. Basingstoke: Palgrave Macmillan, 2007.
Reeves, R., and Knell, J. *The 80 Minute MBA: Everything You'll Never Learn at Business School*. London: Headline, 2009.

Ryde, R. *Thought Leadership: Moving Hearts and Minds*. Basingstoke: Palgrave Macmillan, 2007.

Scharmer, C.O. *Theory U: Learning from the Future as It Emerges: Learning from the Futures as It Emerges*. San Francisco: Berrett-Koehler, 2009.

Seddon, J. and Middleton, P. *Delivering Public Services That Work*. Axminster: Triarchy 2010.

Surowiecki, J. *The Wisdom of Crowds*. London: Random House Inc., 2004.

MODULE CODE:	CYCP4001C	
TITLE:	Vocational Welsh 1 (Listening and Speaking)	
DATE:	11/10/2007	
MODULE COORDINATOR:	Andrew Currie	
LEVEL:	4	
CREDITS:	10	
TEACHING METHODS:	Lectures/Workshops	20%
	Work-based Learning	80%
JACS CODE:	Q560	

AIM(S)

- To enable Welsh language speakers to work through the medium of Welsh at an acceptable level in a variety of situations relevant to their vocational areas of study.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- respond to Welsh speakers in a range of situations relevant to their particular vocational field;
- express themselves appropriately when speaking by developing practical oral skills;
- complete a variety of vocational tasks using language of an acceptable standard;
- understand the qualifications necessary to work at different levels in their chosen field together with opportunities for career progression.

CONTENTS

- This module will concentrate on using language of an acceptable standard in a variety of vocational contexts relevant to the learners' chosen field.
- Learners will be introduced to different ways of listening, discussing, responding to questions and debates, and presenting information.
- Appropriate and relevant terms will be introduced in Welsh and English to enable learners to operate in both languages within their chosen fields.
- Attention will be given to the use made of Welsh in the different employment sectors, i.e. the public, private and voluntary sectors.

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Assessment 1: Continuous assessment via a series of listening and speaking tasks and activities. The completion of five listening and five speaking tasks set in a range of scenarios such as face to face conversations, group discussions, telephone conversation, interviews and so on. 50%

and

Assessment 2: One eight minute PowerPoint presentation related to the chosen vocational field. The presentation will include research into the qualifications required to work in the field in question, together with opportunities for career progression and continuing professional development. 50%

BIBLIOGRAPHY

Essential

Brake, P., *Cymraeg Graenus*, Llandysul: Gomer, 1998.

Cymarfer Colegau – Pecyn Craidd. Bangor: Canolfan Bedwyr, 1999.

Hughes, J.E., *Canllaw Iaith a Chymorth Sillafu*, Gomer 1998.

Hughes, J.E., *Canllawiau Ysgrifennu Cymraeg*, Gomer 1998.

STAR: '*Sgiliau a Thechnegau Astudio Rhwydd*', Partneriaeth Prifysgol Gymunedol y Cymoedd 2008.

Recommended

Defnyddiau Gloywi, Caerdydd, CBAC, 1993

Griffiths, B. a Jones, D.G., *Geiriadur yr Academi*, Caerdydd: Gwasg Prifysgol Cymru, 1995.

Gruffudd, H., *Cymraeg Da*. Talybont: Y Lolfa, 2000.

Gruffudd, H., *Ymarferion Cymraeg Da*. Talybont: Y Lolfa, 2000.

Jones, B. M., *Ar Lafar ac ar Bapur*. Aberystwyth: Canolfan Astudiaethau Addysg, 1993.

Jones, M. D., *Cywiriadur Cymraeg*. Llandysul: Gwasg Gomer, 1965.

Lewis, D. G., *Y Treigludur*. Llandysul: Gomer, 1993.

Lewis, D. G., *Y Llyfr Berfau*, Llandysul: Gomer, 1995.

Lewis, D. G., *Y Geiriau Lletchwith*, Llandysul: Gomer, 1997.

Thomas, P. W., *Gramadeg y Gymraeg*. Caerdydd: Gwasg Prifysgol Cymru, 1996.

Williams, C., *Cymraeg Clir*. Bangor: Canolfan Bedwyr, 1999.

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

Websites

<http://www.bbc.co.uk/cymru/jystyjob/home/home.shtml>

<http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?pID=6&langID=1>

<http://www.bbc.co.uk/cymru/ieithgi/>

MODULE CODE: CYCP5001C
TITLE: Vocational Welsh 2 (Listening and Speaking)
DATE: October 2008

MODULE AUTHOR: Andrew Currie
LEVEL: 5
CREDITS: 10

TEACHING METHODS: Lectures/Workshops 20%
Work-based Learning 80%
JACS CODE: Q560

AIM(S)

- To enable Welsh language speakers to work through the medium of Welsh at a high level in complex situations relevant to their vocational areas of study.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- respond to Welsh speakers in a range of complex situations relevant to their particular vocational field;
- express themselves correctly when speaking by using analytical and critical discussion skills;
- complete a variety of vocational and professional tasks using language of a high standard;
- understand abstract concepts and evaluate complex problems expressed through the medium of Welsh in order to work independently at a professional level in their chosen field.

CONTENTS

- This module will expand upon the contents of Vocational Welsh 1 and concentrate on using language of a high standard in a variety of vocational and professional contexts relevant to the learners' chosen field.
- Learners will be asked to reflect upon their personal use of the language and the necessary steps required enabling them to operate successfully at a professional level in Welsh.
- A selection of relevant documents and correspondence will be studied, looking in detail at their linguistic accuracy and register.

ASSESSMENT

Portfolio 2500 words or equivalent

100%

Continuous assessment via a series of listening and speaking tasks and activities:

- (a) Listen to two formal presentations (at least 5 minutes each) and two complex discussions (at least 5 minutes each) in relevant vocational fields.

and

- (b) Present two formal presentations (at least 12 minutes each with the learner speaking for at least 10 minutes) and take part in two complex discussions (at least 12 minutes each) in relevant vocational fields.

Everything will be recorded, and a record of the content kept in individual portfolios.

BIBLIOGRAPHY

Essential

Brake, P., *Cymraeg Graenus*, Llandysul: Gomer, 1998.

Cymarfer Colegau – Pecyn Uwch. Bangor: Canolfan Bedwyr, 1999.

Hughes, J.E., *Canllaw Iaith a Chymorth Sillafu*, Gomer 1998.

Hughes, J.E., *Canllawiau Ysgrifennu Cymraeg*, Gomer 1998.

STAR: 'Sgiliau a Thechnegau Astudio Rhwydd', Partneriaeth Prifysgol Gymunedol y Cymoedd 2008.

Recommended

Defnyddiau Gloywi, Caerdydd, CBAC, 1993

Griffiths, B. a Jones, D.G., *Geiriadur yr Academi*, Caerdydd: Gwasg Prifysgol Cymru, 1995.

Gruffudd, H., *Cymraeg Da*. Talybont: Y Lolfa, 2000.

Gruffudd, H., *Ymarferion Cymraeg Da*. Talybont: Y Lolfa, 2000.

Jones, B. M., *Ar Lafar ac ar Bapur*. Aberystwyth: Canolfan Astudiaethau Addysg, 1993.

Jones, M. D., *Cywiriadur Cymraeg*. Llandysul: Gwasg Gomer, 1965.

Lewis, D. G., *Y Treigladdur*. Llandysul: Gomer, 1993.

Lewis, D. G., *Y Llyfr Berfau*, Llandysul: Gomer, 1995.

Lewis, D. G., *Y Geiriau Lletchwith*, Llandysul: Gomer, 1997.

Thomas, P. W., *Gramadeg y Gymraeg*. Caerdydd: Gwasg Prifysgol Cymru, 1996.

Williams, C., *Cymraeg Clir*. Bangor: Canolfan Bedwyr, 1999.

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

Websites

<http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?pID=6&langID=1>

<http://www.geiriadur.net/>

MODULE CODE: CYCP4002C
TITLE: Vocational Welsh 1 (Reading and Writing)
DATE: 11/10/2007

MODULE COORDINATOR: Andrew Currie
LEVEL: 4
CREDITS: 10

TEACHING METHODS: Lectures/Workshops 20%
Work-based Learning 80%

JACS CODE: Q560

AIM(S)

- To enable Welsh language speakers to work through the medium of Welsh at an acceptable level in a variety of situations relevant to their vocational areas of study.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- respond to Welsh medium correspondence and materials in a range of situations relevant to their particular vocational field;
- express themselves appropriately in writing by developing practical written skills;
- complete a variety of vocational tasks using language of an acceptable standard;
- understand the importance of bilingual skills in a variety of workplaces in contemporary Wales.

CONTENTS

- This module will concentrate on using language of an acceptable standard in a variety of vocational contexts relevant to the learners' chosen fields.
- Learners will be introduced to various ways of reading, writing formally and informally, and presenting written information.
- Language exercises will be used to strengthen learners' understanding of the linguistic elements necessary to work effectively in a bilingual context.
- Attention will be given to the use made of Welsh in the different employment sectors, i.e. the public, private and voluntary sectors.

ASSESSMENT

Portfolio 2000 words or equivalent 100%

Assessment 1: Continuous assessment via a series of reading and writing tasks and activities. The completion of five reading tasks and five writing tasks set in a range of scenarios, such as producing formal letters, informal notes, articles, reports, memoranda, CV and so on. 50%

and

Assessment 2: Written report. The report will be based on a case study of the learners' choice which will analyse the use made of Welsh in their chosen field, and include recommendations as to how the current situation can be improved. (1200 words) 50%

BIBLIOGRAPHY

Essential

Brake, P., *Cymraeg Graenus*, Llandysul: Gomer, 1998.

Cymarfer Colegau – Pecyn Craidd. Bangor: Canolfan Bedwyr, 1999.

Hughes, J.E., *Canllaw Iaith a Chymorth Sillafu*, Gomer 1998.

Hughes, J.E., *Canllawiau Ysgrifennu Cymraeg*, Gomer 1998.

STAR: '*Sgiliau a Thechnegau Astudio Rhwydd*', Partneriaeth Prifysgol Gymunedol y Cymoedd 2008.

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

Recommended

Defnyddiau Gloywi, Caerdydd, CBAC, 1993

Griffiths, B. a Jones, D.G., *Geiriadur yr Academi*, Caerdydd: Gwasg Prifysgol Cymru, 1995.

Gruffudd, H., *Cymraeg Da*. Talybont: Y Lolfa, 2000.

Gruffudd, H., *Ymarferion Cymraeg Da*. Talybont: Y Lolfa, 2000.

Jones, B. M., *Ar Lafar ac ar Bapur*. Aberystwyth: Canolfan Astudiaethau Addysg, 1993.

Jones, M. D., *Cywiriadur Cymraeg*. Llandysul: Gwasg Gomer, 1965.

Lewis, D. G., *Y Treigladr*. Llandysul: Gomer, 1993.

Lewis, D. G., *Y Llyfr Berfau*, Llandysul: Gomer, 1995.

Lewis, D. G., *Y Geiriau Lletchwith*, Llandysul: Gomer, 1997.

Thomas, P. W., *Gramadeg y Gymraeg*. Caerdydd: Gwasg Prifysgol Cymru, 1996.

Williams, C., *Cymraeg Clir*. Bangor: Canolfan Bedwyr, 1999.

Websites

<http://www.bbc.co.uk/cymru/jystyjob/home/home.shtml>

<http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?pID=6&langID=1>

<http://www.bbc.co.uk/cymru/ieithgi/>

MODULE CODE:	CYCP5002C	
TITLE:	Vocational Welsh 2 (Reading and Writing)	
DATE:	October 2008	
MODULE AUTHOR:	Andrew Currie	
LEVEL:	5	
CREDITS:	10	
TEACHING METHODS:	Lectures/Workshops	20%
	Work-based Learning	80%
JACS CODE:	Q560	

AIM(S)

- To enable Welsh language speakers to work through the medium of Welsh at a high level in complex situations relevant to their vocational areas of study.

LEARNING OUTCOMES

By the end of the module learners should be able to:

- respond to Welsh medium correspondence and materials in a range of complex situations relevant to their particular vocational field;
- express themselves correctly in writing by using analytical and critical writing skills;
- complete a variety of vocational and professional tasks using language of a high standard;
- understand abstract concepts and evaluate complex problems expressed through the medium of Welsh in order to work independently at a professional level in their chosen field.

CONTENTS

- This module will expand upon the contents of Vocational Welsh 1 and concentrate on using language of a high standard in a variety of vocational and professional contexts relevant to the learners' chosen field.
- Learners will be asked to reflect upon their personal use of the language and the necessary steps required enabling them to operate successfully at a professional level in Welsh.
- A selection of relevant documents and correspondence will be studied, looking in detail at their linguistic accuracy and register.

ASSESSMENT

Portfolio 2500 words or equivalent 100%

Continuous assessment via a series of reading and writing tasks and activities:

- (a) Read complex reports and correspondence (at least 6 x 500 words each) in relevant vocational fields.

and

- (b) Write complex reports and correspondence (a total of 2500 – 3000 words in at least 6 examples) in relevant vocational fields.

A full record will be kept in individual portfolios.

The written work will be assessed from the point of view of its linguistic accuracy and complexity as well as the standard of any information or opinions contained within it.

BIBLIOGRAPHY

Essential

Brake, P., *Cymraeg Graenus*, Llandysul: Gomer, 1998.

Cymarfer Colegau – Pecyn Uwch. Bangor: Canolfan Bedwyr, 1999.

Hughes, J.E., *Canllaw Iaith a Chymorth Sillafu*, Gomer 1998.

Hughes, J.E., *Canllawiau Ysgrifennu Cymraeg*, Gomer 1998.

STAR: 'Sgiliau a Thechnegau Astudio Rhwydd', Partneriaeth Prifysgol Gymunedol y Cymoedd 2008.

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

Recommended

Defnyddiau Gloywi, Caerdydd, CBAC, 1993

Griffiths, B. a Jones, D.G., *Geiriadur yr Academi*, Caerdydd: Gwasg Prifysgol Cymru, 1995.

Gruffudd, H., *Cymraeg Da*. Talybont: Y Lolfa, 2000.

Gruffudd, H., *Ymarferion Cymraeg Da*. Talybont: Y Lolfa, 2000.

Jones, B. M., *Ar Lafar ac ar Bapur*. Aberystwyth: Canolfan Astudiaethau Addysg, 1993.

Jones, M. D., *Cywiriadur Cymraeg*. Llandysul: Gwasg Gomer, 1965.

Lewis, D. G., *Y Treigludur*. Llandysul: Gomer, 1993.

Lewis, D. G., *Y Llyfr Berfau*, Llandysul: Gomer, 1995.

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Thomas, P. W., *Gramadeg y Gymraeg*. Caerdydd: Gwasg Prifysgol Cymru, 1996.

Williams, C., *Cymraeg Clir*. Bangor: Canolfan Bedwyr, 1999.

Websites

<http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?pID=6&langID=1>

<http://www.geiriadur.net/>



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Level 4 - Generic Marking Criteria

Cognitive and Intellectual Skills - Level 4

This level introduces students to Higher Education. Students are expected to demonstrate skills and competencies relevant to the assessment requirement; to be articulate in expressing ideas orally; and to be coherent and structured in terms of written or other media. Forms of expression at this level may be descriptive or imitative, but students are expected to demonstrate an increasing understanding of the theoretical background of their study and the analytical competence to explore it, as well as its relationship, where appropriate, to particular skills.

Transferable and Practical Skills - Level 4

Students are expected to demonstrate relevant skills and competencies which are practical and transferable. They are expected to adhere to standard practice in terms of style and presentation and the correct use of sources and referencing. The required assessment needs to be sequenced and structured correctly and the reading undertaken and vocabulary used must address content and be level appropriate.

Degree Classification	Mark %	Marking Criteria	
		Cognitive and Intellectual Skills	Transferable and Practical Skills
	80 +	Exceptionally articulate showing a very high level of conceptual understanding.	Exceptional range of sources with faultless presentation, using correct referencing and subject and level appropriate vocabulary.
First	76 – 80 70 - 75	Excellent and articulately expressed using relevant media and showing a high level of cognition. Pertinent theories are analysed and related appropriately to the study. Very good academic and intellectual skills with analytical skills being effectively developed.	Excellent range of sources used and correctly referenced using standard processes. Very well presented and appropriately styled and structured. Very good range of vocabulary utilised and applied at the correct level. Excellent management of learning resources.

Upper Second (2.1)	67-69	Very good information base; explores and analyses with some originality. Very good academic and intellectual skills. Some analysis undertaken.	Good management of learning resources with some self-direction. Structured and mainly accurate expression. Good practical and professional skills. Language is very good and subject and level appropriate.
	64 - 66		
	60 - 63		
Lower Second (2.2)	57-59	Good / satisfactory information base that begins to explore and analyse but is still mainly imitative and descriptive. Acceptable academic and intellectual skills	Good / satisfactory use of learning resources. Some lack of structure and inaccuracy of expression. Satisfactory practical and professional skills
	54 - 56		
	50 - 53		
Third	47 - 49	Basic information base; weak evidence of understanding of major issues. Largely descriptive. Some difficulties with academic and intellectual skills	Basic use of learning resources with no self-direction. Some difficulty with structure and accuracy in expression. Developing practical and professional skills. Needs to develop better structure and appropriate vocabulary.
	44 - 46		
	40 - 43		
Fail	30-39	Limited information base; limited understanding of discipline. Little evidence of academic and intellectual skills	Limited use of learning resources. Difficulty with structure and accuracy of expression. Practical and professional skills are not yet secure
	20-29	Inadequate information base; lack of understanding of discipline. Wholly descriptive with very weak academic and intellectual skills	Inadequate use of learning resources. Major problems with structure and accuracy of expression. Very weak practical and professional skills
	1- 19		
	0		

Allocation of grade / mark within each classification:

Top grade: the work meets all the criteria.

Middle grade: the work meets a substantial majority of the criteria.

Bottom grade: the work meets the bare requirements of the criteria.



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Level 5 - Generic Marking Criteria

Cognitive and Intellectual Skills - Level 5

At this level students are not fully autonomous but are able to take responsibility for their own learning with some direction. Students are expected to locate an increasingly detailed theoretical knowledge of the discipline within a more general intellectual context, and to demonstrate this through forms of expression which go beyond the merely descriptive or imitative. Students are expected to demonstrate analytical competence in terms both of problem identification and resolution, and to develop their skill sets as required.

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Transferable and Practical Skills - Level 5

Students are expected to demonstrate relevant skills and competencies which are practical and transferable. They are expected to adhere to standard practice in terms of style and presentation and the correct use of sources and referencing. The required assessment needs to be sequenced and structured correctly. The scope of reading undertaken should be greater than at previous levels and the vocabulary used must address content and be level appropriate.

Degree Classification	Mark %	Marking Criteria	
		Cognitive and Intellectual Skills	Transferable and Practical Skills
	80 +	Exceptionally articulate showing a very high level of conceptual understanding.	Exceptional range of sources with faultless presentation, using correct referencing and subject and level appropriate vocabulary.
First	76–80 70- 5	Excellent knowledge base, exploring and analysing the area of study, the theoretical exploration is considerable, with originality and autonomy. Very good academic and intellectual skills.	Excellent management of learning, with a degree of autonomy and exploration. Structured and accurate expression. Very good practical and professional skills.

Upper Second (2.1)	67-69 64-66 60-63	Very good knowledge base; explores and analyses the discipline and its theory with some originality, detail and autonomy. Very good academic and intellectual skills.	Very good management of learning with consistent self-direction. Structured and mainly accurate expression. Good practical and professional skills.
Lower Second (2.2)	57-59 54-56 50-53	Good / satisfactory knowledge base that begins to explore and analyse the theory of the discipline. Acceptable level of academic and intellectual skills.	Good / satisfactory use of learning resources. Acceptable structure and accuracy in expression. Satisfactory practical and professional skills. Inconsistent standard of structure and presentation.
Third	47-49 44-46 40-43	Basic knowledge base with some omissions and/or lack of a theoretical dimension. Some difficulties with academic and intellectual skills. Largely imitative and descriptive.	Basic use of learning resources with little self-direction. Some difficulty with structure and accuracy of expression, but developing some practical and professional skills.
Fail	30-39 20-29 1- 19 0	Limited knowledge base; limited understanding of discipline and its dimensions. Weak academic and intellectual skills. Still mainly descriptive. Inadequate knowledge base; lack of understanding of discipline and its dimensions. Very weak academic and intellectual skills. Wholly imitative and descriptive.	Limited use of learning resources, working towards self-direction. General difficulty with structure and accuracy of expression. Little evidence of practical and professional skills. Inadequate use of learning resources. Major problems with structure and accuracy of expression. Very weak practical and professional skills. No ability to direct own learning.

Allocation of grade / mark within each classification:

Top grade: the work meets all the criteria.

Middle grade: the work meets a substantial majority of the criteria.

Bottom grade: the work meets the bare requirements of the criteria.



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Level 6 - Generic Marking Criteria

Cognitive and Intellectual Skills - Level 6

This degree level is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output should be articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.

Transferable and Practical Skills - Level 6

At degree level students are expected to display significant skills and competencies which are practical and transferable. They are expected to adhere to standard practice in terms of style and presentation and the correct use of sources and referencing. The required assessment needs to be sequenced and structured correctly. The scope of reading undertaken should be greater than at previous levels and the vocabulary used must address content and be level appropriate.

Degree Classification	Mark %	Marking Criteria	
		Cognitive and Intellectual Skills	Transferable and Practical Skills
	80 +	Exceptionally articulate showing a very high level of conceptual understanding. Considerable originality of thought and excellent synthesis of theoretical sources.	Exceptional range of sources with faultless presentation, using correct referencing and subject and level appropriate vocabulary.

First	76 – 80 70-75	Excellent knowledge base that supports analysis, evaluation and problem-solving in theory and practice of discipline with some originality. Very good academic and intellectual skills.	Excellent management of learning, with degree of autonomy and research. Structured and creative expression. Very good practical, professional and problem-solving skills.
Upper Second (2.1)	67-69 64-66 60-63	Very good knowledge base that supports analysis, evaluation and problem-solving in theory and practice of discipline. Some originality evidenced. Good academic and intellectual skills.	Very good management of learning, with consistent self-directed research. Structured and accurate expression. Good practical, professional and problem solving skills.
Lower Second (2.2)	57-59 54-56 50-53	Good / satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory and practice of discipline. Good / acceptable level of academic and intellectual skills.	Good / satisfactory management of learning. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Satisfactory practical, professional and problem-solving skills.
Third	47- 49 44-46 40- 43	Basic knowledge base with some omissions at the level of theoretical issues. Some difficulties with academic and intellectual skills. Restricted ability to discuss theory and/or or solve problems.	Basic use of learning resources with little autonomy. Some difficulty with structure and accuracy of expression, but some evidence of developing practical, professional and problem-solving skills.

Fail	30-39	Limited knowledge base; limited understanding of discipline. Weak academic and intellectual skills. Still mainly descriptive.	Limited use of learning resources. Unable to work autonomously. Little input to teams. General difficulty with structure and accuracy of expression. Practical, professional and problem-solving skills are very weak.
	20-29	Difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Failure to contribute. Major problems with structure and accuracy of expression. Very weak practical and professional skills. No ability to direct own learning.
	1- 19	Inadequate knowledge base; lack of understanding of discipline. Very weak academic and intellectual skills. Unable to discuss theory or solve problems in discipline.	
	0		
Allocation of grade/mark within each classification: Top grade: the work meets all the criteria. Middle grade: the work meets a substantial majority of the criteria. Bottom grade: the work meets the bare requirements of the criteria.			



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Level 7 - Generic Marking Criteria

Cognitive and Intellectual Skills

Level 7 is characterised by an expectation of students' expertise in their chosen area of research. Students are expected to demonstrate independence and the ability to evaluate, challenge, modify and develop theory and practice. Students are expected to demonstrate an ability to identify the significant features of problems and to offer reliable solutions, with some producing original or innovative work in their specialism that is worthy of publication or public performance or display.

Transferable and Practical Skills

At **Level 7** students are expected to apply skills and competencies which are practical and transferable and to a very high level. They are expected to adhere to standard practice in terms of style and presentation and the accurate use of sources and referencing. The required assessment needs to be sequenced and structured correctly. A wide range of reading should be undertaken at this level and the vocabulary employed must address content and be at postgraduate level. The scope of the research methods must respond to the negotiated and agreed study.

Degree Classification	Mark %	Marking Criteria	
		Cognitive and Intellectual Skills	Transferable and Practical Skills
	80+	Original work of publishable quality which displays mastery of the subject. A wide range of methods applied, with an argument covering all significant aspects of the subject; logically argued. Exceptional work and at a very high level in every respect	Presentation faultless, using correct referencing and subject and level appropriate vocabulary. The range of research methods used respond wholly to the agreed study.

First	76-80	Thorough and comprehensive knowledge of substantive content with some originality. Shows a sound ability to inter-relate concepts and ideas and to evaluate theory critically at the appropriate level. Makes points clearly and precisely, always uses a wide range of source materials which are appropriately referenced to substantiate points. Coherent argument which is methodically analysed supports a reliable conclusion based on discussion and examination. Evidence of independent thought. The reading cited is extensive and very relevant.	Written work is very well planned and presented, is wholly relevant, clearly expressed and coherent in organisation, with evidence of reading and correct referencing and citation. Excellent use of language relevant to the study. The range of research methods selected wholly appropriate for the study.
	70-75	All outcomes achieved to an exceptional /excellent / very high standard.	
Upper Second (2.1)	67-69	Sound knowledge of the topics and issues is evidenced through critical treatment of the material, inter-relating concepts, ideas and practical examples. Discussion is at an appropriate level. Points are mostly substantiated with appropriate evidence.	A good standard of writing and presentation, largely coherent and relevant, based on very satisfactory reading. Relevant points made are justified and referenced adequately. Referencing is on the whole correct and citations follow the appropriate system. Use of language is very good with some minor errors. The range of research methods selected are appropriate for the study.
	64-66	Content is wholly relevant, links made between all paragraphs and sections. Reading cited is very satisfactory and the conclusion relevant to the discussion.	
	60-63	All outcomes achieved to a high/very good/good standard.	
Lower Second (2.2)	57-59	The content generally is relevant, showing evidence of acceptable knowledge and understanding of issues, but limited ability to apply theory and concepts critically. Line of reasoning not always clear and there is a lack of coherence.	Work is generally planned but there are weaknesses in the relationship between some sections. The presentation and expression are appropriate. Referencing is more often than not correct and citations follow the standard required. Use of language is good but there are some weaknesses which need to be addressed. The research methods selected are in the main pertinent for the study.
	54-56	Word can be inappropriately descriptive for this level. There is some evidence of points made which are unsubstantiated and some examples of work not cited.	
	50-53	Most outcomes achieved to good/very satisfactory/satisfactory standard.	

Third	47-49	Content is largely descriptive, but with some attempt at analysis; knowledge and understanding are weak and lack depth. Some points supported with limited evidence. Conclusion is weak. Some difficulty in achieving written work at the appropriate level.	Limited evidence of planning and there are substantial weaknesses in the development. The presentation is fair and referenced sources, although limited, are appropriate. Use of references need to be reviewed. Sources are not always cited. Language used is acceptable but there are frequent errors on syntax, spelling and sentence structure needs reviewing. Insufficient research methods selected.
	44-46		
	40 - 43	Not all outcomes achieved satisfactorily. Generally satisfactory/weak/poor.	
Fail	30-39	Very insubstantial with inadequate evidence of knowledge and understanding of the topic. Much of the work is not level appropriate.	No evidence of planning. Background reading is very weak. Inadequate bibliography and references insufficient/unavailable. Use of language is very weak/poor/very poor. The presentation is untidy and lacks any coherence.
	20-29	No evidence of appropriate reading and investigation; descriptive only,	
	1- 19	No work submitted	
	0	Outcomes not achieved to the standard required.	
Allocation of grade / mark within each classification:			
Top grade: the work meets all the criteria.			
Middle grade: the work meets a substantial majority of the criteria.			
Bottom grade: the work meets the bare requirements of the criteria.			

ETHICS STATEMENT

All staff and learners are required to conform to the requirements and guidelines of the University's Research Ethics Code of Practice, with respect to all research work, for any individual project, thesis or assignment that involves an element of research, whether for undergraduate or postgraduate degrees, for a journal article or other publication. The Programme Co-ordinator will be able to advise staff and learners on the relevant guidelines. If necessary, the advice of the University Research Ethics Committee will be sought.

The following basic principles will be deployed in reaching judgements about research activity:

- Respecting the autonomy of individuals
- Avoiding harm
- Treating people fairly
- Acting with integrity
- Using resources as beneficially as possible
- Ensuring that all staff and learners research is adequately identified, monitored, reviewed and approved

This will require that:

- No data with respect to any individual may be used without his/her permission
- All personal and documentary sources are acknowledged
- All research activity aims at being beneficial rather than harmful to individuals or communities

Every learner and member of staff must obtain the permission of the Programme Co-ordinator in regard to these ethical aspects, before undertaking any research work, whether it involves the collection of personal data or makes use of other sources.

*** Work-based Research**

In addition to adhering to the University's Code of Practice on Research Ethics it is essential that the research also adheres to all workplace Codes of Practice and Ethical Protocols.

CRIMINAL RECORDS BUREAU (CRB) – ENHANCED DISCLOSURE

If your programme of study involves you coming into contact with children or vulnerable adults, and this is not part of your normal role, you will be required to undertake a CRB check (Enhanced Disclosure). Further details will be provided by University Registry or the Head of School.

As part of each programme's procedures relating to CRB, continuing learners will normally be required to inform their Programme Co-ordinator immediately of any change to their criminal convictions status.

You may also be asked to complete a formal self declaration during the registration period, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for CRB checks.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Your module may be taught entirely or partly through the University's VLE. Information about how to access the VLE is contained in the *University Regulations – Undergraduate / Postgraduate Student Guide*. Additional information regarding your course will also be available on the VLE.

If you have any difficulties with regard to access to the VLE, please contact Kathryn James, the University's Learning Enhancement Officer (kathryn.james@tsd.ac.uk) or Julia Ault (Technology Enhanced Learning Officer) on 01267 676613 (j.ault@tsd.ac.uk)

QUALITY ASSURANCE POLICY

The School of Business recognises and adheres to the University's Quality Assurance Policy as set out in the *Academic Quality Handbook (AQH)* and as revised from time to time. Of particular relevance in this respect are those parts of the *AQH* which refer to Validation and Monitoring of Programmes. These sections of the *AQH* set the framework for the development of the School's work.

PROGRAMME MONITORING

All TSD's Programmes of Study are monitored and this is informed by the quality assurance process as laid out in the Quality Assurance Handbook. Programme monitoring entails regular discussion of any programme of study through a representative Board of Study. It includes the scrutiny of the programme of study in an Annual Review and the detailed evaluation of the programme in a Quinquennial Review. External subject advisors are invited to make a thorough and critical examination of all aspects of the programme's functioning. Student feedback is continuous, and is gathered from specific module questionnaires administered by the School, as well as from General Programme Questionnaires. Students are also

represented at both the annual and quinquennial reviews and at revalidation events. Full details of the programme monitoring arrangements are included in the *Academic Quality Handbook*.

STUDENT REPRESENTATION

All programmes of study have a programme of study representative and the University considers student feedback to be extremely important, irrespective of their mode of study.

For the academic year 2011-2012 the Programme of Study representatives are:

Catherine Davies: 01267 676724, c.davies@tsd.ac.uk

Helen Davies: 01792 602834, helen.m.davies@swansea.ac.uk

REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS AND BIBLIOGRAPHIES

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual ownership of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

PLAGIARISM

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another *without acknowledgement*, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via the VLE Moodle or via a dedicated email address. Academic Staff have been required, as part of your VLE Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the VLE Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you, please ensure that you take advantage of their expertise.

PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can

be seen on the University intranet and website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate / Postgraduate Student Guide*.

AVOIDING PLAGIARISM

All academic work, e.g. coursework, dissertations, and / or creative work are meant to be your own original work. Obviously you will use the work of others during your study. Not only is this inevitable, it is expected as all. All scholarship builds on the work of others. It is the important thing, however to remember always to **acknowledge your sources** by observing the following guidelines:

- *Any source material which is used to support your study, for example articles, journals and books. Anything that is quoted, including electronic sources such as the internet, must be acknowledged. Quotation marks are the standard format to show acknowledgement where material is attributed to the original author. This acknowledgement of sources may be in the body of the text. Full details of a source should be contained in a bibliography. It is essential that you always acknowledge your source and give full details of it (i.e. author, date, page number). The Harvard Referencing method should be used.*
- *Synthesising the work of others involves putting their ideas into your words. This is acceptable, but you must again acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures.. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember..*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

Study Skills and Information Research Skills

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Searching the Internet for academic resources
Using the LRC catalogue, electronic journals and e-books
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams
Athens accounts
Referencing
Using Blackboard / Moodle

One-to-one and group sessions available on request. Details are available on the University's website.