

MODULE DIRECTORY

PROFESSIONAL PRACTICE FRAMEWORK:

MA	Postgraduate Diploma	Postgraduate Certificate
Professional Practice	Professional Practice	Professional Practice
Professional Practice (<i>Social Housing</i>)	Professional Practice (<i>Social Housing</i>)	Professional Practice (<i>Social Housing</i>)
Professional Practice (<i>Leadership in Emergency Services</i>)	Professional Practice (<i>Leadership in Emergency Services</i>)	Professional Practice (<i>Leadership in Emergency Services</i>)
Professional Practice (<i>Neuro Coaching</i>)	Professional Practice (<i>Neuro Coaching</i>)	Professional Practice (<i>Neuro Coaching</i>)
Professional Practice (<i>Performance Coaching for Performing Artists</i>)	Professional Practice (<i>Performance Coaching for Performing Artists</i>)	Professional Practice (<i>Performance Coaching for Performing Artists</i>)
Professional Practice (<i>Voice Pedagogy</i>)	-	Professional Practice (<i>Voice Pedagogy</i>)
Professional Practice (<i>Systems Management in Context</i>)	-	Professional Practice (<i>Systems Management in Context</i>)
-	-	Professional Practice (<i>Clinical Leadership</i>)
-	-	Professional Practice (<i>Leadership in Public Service</i>)
-	-	Professional Practice (<i>Strategic Leadership in Higher Education</i>)

Academic Discipline: Business
(Professional Practice Framework)

LEVEL 7
INSTITUTE OF MANAGEMENT AND HEALTH
2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 7 within the postgraduate Professional Practice programme in the academic year 2023-2024.

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

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

MODULES

Modules for students enrolling from September 2023 onwards

Module Code	BMPF7080 / BMPF7080D
Title	Recognition and Accreditation of Learning (RAL)
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

learning outcomes; (to be submitted to the UWTSD RPEL and Accreditation Board)

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	60	30%
Placement learning	100	50%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay with supporting information	5000 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7080 / BMPF7080D	
Module Title	Recognition and Accreditation of Learning (RAL)	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Wilson J. (2006) . Experiential Learning: a best practice handbook for educators and trainers. Kogan Page..	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Kolb, D. A. (2015) <i>Experiential Learning</i> (2 nd ed). London: Prentice Hall.	☒
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning:</i>	☒
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge, 2006	☒

Module Code	BMPF7080 / BMPF7080D	
Module Title	Recognition and Accreditation of Learning (RAL)	
Classification	Reading List entry	Electronic*
Further	Raelin, J. A. (2008) <i>Work-based Learning: Bridging Knowledge and Action in the Workplace</i> San Francisco: Jossey Bass Wiley.	☒
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☒
Further	A Guide to Learning Styles, , http://vark-learn.com/the-vark-questionnaire/	☒
Further	Credit and Qualifications Framework for Wales, CQFW ebrochure Update (gov.wales)	☒
Further	National Occupational Standards, http://www.ukstandards.org.uk/Pages/index.aspx	☒
Further	Peter Honey and Alan Mumford (1986), The 4 Honey and Mumford Learning Styles Blog ELN	☒
Further	Wilson, E and Bedford, D (2009) <i>Study Skills for Part-time Students</i> , Harlow: Longman	☐

Module Code	BMPF7081 / BMPF7081D
Title	Continuing Professional Development
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	8 elements (5000 words equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7081 / BMPF7081D	
Module Title	Continuing Professional Development	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Dawson, C. (2014) <i>The mature student's study guide</i> . New York: Constable & Robinson	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐
Further	McMillan, K., Weyers, J. (2012) <i>The Study Skills Book</i> . (3 rd ed.) London: Pearson.	☒

Module Code	BMPF7047 / BMPF7047D
Title	Application of Learning in the Workplace
Date	14/12/2022
Level	7
Credits	15
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20%
Independent learning	30	20%
Placement learning	90	60%
TOTAL	150	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7047 / BMPF7047D	
Module Title	Application of Learning in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2017) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒

Module Code	BMPF7320 / BMPF7320D
Title	Research in Workplaces
Date	14/12/2022
Level	7
Credits	10
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam	☒ Coursework	☐ Practical
Mode of assessment	Volume	Weighting
Written Assignment	2500 words equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7320 / BMPF7320D	
Module Title	Research in Workplaces	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	O'Leary, Z. (2021) <i>The essential guide to doing your research project</i> , London: Sage	☐
Further	Bell, J. (2010) <i>Doing your Research Project</i> 5 th edn. Buckingham: Open University Press.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2014) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , (2 nd ed). London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2008) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , (2 nd ed). London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2019) <i>Research Methods for Business Students</i> , (8 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from Working with charts, graphs and tables - OpenLearn - Open University OpenLearn (2008) <i>T175 Presenting Information</i> from Presenting information - OpenLearn - Open University Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

Module Code	BMPF7323 / BMPF7323D
Title	Undertaking Research in Workplaces
Date	14/12/2022
Level	7
Credits	15
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20%
Independent learning	30	20%
Placement learning	90	60%
TOTAL	150	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7323 / BMPF7323D	
Module Title	Research in Workplaces	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	O'Leary, Z. (2021) <i>The essential guide to doing your research project</i> London: Sage	☐
Further	Bell, J. (2010) <i>Doing your Research Project</i> 5 th edn. Buckingham: Open University Press.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7 th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2014) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , (2 nd ed). London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2008) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , (2 nd ed). London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2019) <i>Research Methods for Business Students</i> , (8 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from <u>Working with charts, graphs and tables - OpenLearn - Open University</u> OpenLearn (2008) <i>T175 Presenting Information</i> from <u>Presenting information - OpenLearn - Open University</u> Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

Module Code	BMPF7330 / BMPF7330D
Title	Work-based Research
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2500 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7330 / BMPF7330D	
Module Title	Work-based Research	
Classification	Reading List entry	Electronic*
Essential	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Essential	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Essential	O'Leary, Z. (2021) <i>The essential guide to doing your research project</i> , London: Sage	☐
Further	Bell, J. (2010) <i>Doing your Research Project</i> 5 th edn. Buckingham: Open University Press.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒
Further	Chevalier J. M. and Buckles, D. J. (2013) <i>Participatory Action Research</i> , Abingdon: Routledge.	☒
Further	Cohen, L., Manion, L., & Morrison, K. (2013). <i>Research methods in education</i> (7 th ed.). Hoboken: Taylor and Francis.	☒
Further	Davies, M.B., (2014) <i>Doing a Successful Research Project - Using Qualitative and Quantitative Methods</i> , (2 nd ed). London: Palgrave.	☐
Further	Easterby-Smith, M., Thorpe, R., and Jackson, P., (2012 4 th ed), <i>Management Research</i> , London: Sage.	☐
Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒

Further	Reason, P. and Bradbury, H. (2008) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , (2 nd ed). London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2019) <i>Research Methods for Business Students</i> , (8 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from <u>Working with charts, graphs and tables - OpenLearn - Open University</u> OpenLearn (2008) <i>T175 Presenting Information</i> from <u>Presenting information - OpenLearn - Open University</u> Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	☐

Module Code	BMPF7325 / BMPF7325D
Title	Work-based Learning Project (Minor)
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal and report	4000 words	80%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	6 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7325 / BMPF7325D	
Module Title	Work-based Learning Project (Minor)	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☐
Further	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒

Module Code	BMPF7326 / BMPF7326D
Title	Work-based Learning Project (Intermediate)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	8 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7326 / BMFP7326D	
Module Title	Work-based Learning Project (Intermediate)	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒

Module Code	BMPF7327 / BMPF737D
Title	Work-based Learning Project (Standard)
Date	14/12/2022
Level	7
Credits	40
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	80	20%
Independent learning	80	20%
Placement learning	240	60%
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project Proposal and report	8000 words or equivalent	80%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	13 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7327 / BMPF7327D	
Module Title	Work-based Learning Project (Standard)	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒

Module Code	BMPF7329 / BMPF7329D
Title	Work-based Learning Project (Extended)
Date	14/12/2022
Level	7
Credits	60
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	120	20%
Independent learning	120	20%
Placement learning	360	60%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	15 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7329 / BMPF7329D	
Module Title	Work-based Learning Project (Extended)	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒

Module Code	BMPF7308 / BMPF7308D
Title	Independent Study Module (Minor)
Date	14/12/2022
Level	7
Credits	10
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements (1250 words or equivalent)	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1250 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7308 / BMPF7308	
Module Title	Independent Study Module (Minor)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7072 / BMPF7072
Title	Independent Study Module (Standard)
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	120	60%
Placement learning work-based	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2 elements (1000 words or equivalent)	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7072 / BMPF7072	
Module Title	Independent Study Module (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7073 / BMPF7073
Title	Independent Study Module (Extended)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (1500 words or equivalent)	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	6000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7073 / BMPF7073	
Module Title	Independent Study Module (Extended)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7315 / BMPF7315D
Title	Managing Work-based Projects
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3750 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Written assignment	1875 words	50%
Presentation	10 minutes (plus Q&A)	

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7315 / BMPF7315D	
Module Title	Managing Work-based Projects	
Classification	Reading List entry	Electronic*
Essential	Project Management Institute (2017) <i>A guide to the Project Management Body of Knowledge: (PMBOK guide)</i> . (6th ed) Newtown Square, PA: Project Management Institute.	☒
Essential	Watson, M. (2002) <i>Managing smaller projects: A practical guide</i> . (2nd ed) Hook: Project Manager Today.	☐
Essential	Webster, G. (2017) <i>Managing projects at work</i> . New York: Routledge.	☐
Further	Bentley, C. (2010) <i>PRINCE2 a practical handbook</i> . (3rd ed) Amsterdam: Elsevier/Butterworth-Heinemann.	☒
Further	Chin, G., and Books24x7, Inc. (2004) <i>Agile project management how to succeed in the face of</i>	☒

Module Code	BMPF7315 / BMPF7315D	
Module Title	Managing Work-based Projects	
Classification	Reading List entry	Electronic*
	<i>changing project requirements</i> . New York: AMACOM.	
Further	Keller, P. (2011) <i>Six sigma demystified</i> . (2nd ed) Maidenhead: McGraw-Hill Professional.	☒
Further	Reiss, G. (2007) <i>Project management demystified</i> . (3rd ed) London: Taylor and Francis.	☒
Further	Journals International Journal of Project Management Journal of Project, Program, and Portfolio Management Organisational Project Management	☐
Further	Websites https://apmg-international.com/ https://www.apm.org.uk/ https://www.pmi.org/ https://www.pmtoday.co.uk/ https://www.projectsmart.co.uk/	☐

Module Code	BMPF7313 / BMPF7313D
Title	Leading Digital Marketing
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	30%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio and Report	5 elements (3500 words or equivalent)	70%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7313 / BMPF7313D	
Module Title	Leading Digital Marketing	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. and Smith, P. (2013) <i>Emarketing excellence</i> . London: Routledge	☒
Further	Kotler, P. and Armstrong, G. (2014) <i>Principles of marketing</i> . Harlow [etc.]: Pearson.	☒
Further	Jobber, D. and Ellis- Chadwick, F. (2013) <i>Principles and practice of marketing</i> . Maidenhead: McGraw-Hill Higher Education.	☒
Further	Journals Institute of Direct Marketing. (2005) <i>Journal of Direct, Data and Digital Marketing Practice</i> .	☒
Further	Websites Chartered Institute of Marketing - http://www.cim.co.uk/ Institute of Direct and Digital Marketing - https://www.theidm.com/	☒

Module Code	BMPF7302 / BMPF7302
Title	Authenticity and the Role of the Leader
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20
Independent learning	60	20

Placement learning	180	60
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	40%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7302 / BMPF7302	
Module Title	Authenticity and the Role of the Leader	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☒
Essential	Northouse P.G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Essential	Western, S. (2007) <i>Leadership: A Critical Text</i> . London: Sage	☒
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒

Module Code	BMPF7302 / BMPF7302	
Module Title	Authenticity and the Role of the Leader	
Classification	Reading List entry	Electronic*
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>Leadership in Action</i>	☒
	<i>Leadership Excellence</i>	
	<i>Leadership</i>	
	<i>Journal of Organizational Behaviour</i>	
Further	http://www.lfhe.ac.uk/	☒
	http://www.johnadair.co.uk/	
	www.jisc.ac.uk	
	http://www.theworkfoundation.com/	

Module Code	BMPF7310 / BMPF7310D
Title	Leadership in Planning and Motivation
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7310 / BMPF7310D	
Module Title	Leadership in Planning and Motivation	
Classification	Reading List entry	Electronic*
Essential	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Essential	Lock, D. (2007) <i>Project Management</i> . (9 th ed) Aldershot: Gower Executive Coaching	☐
Further	Adair, J. and Thomas, N. (2004) <i>The Concise Adair on Team Building and Motivation</i> . London: Thorogood Publications	☒
Further	Armstrong, M. (2014) <i>Armstrong's Handbook of HR Management Practice</i> . London: Kogan Page Ltd	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Connor, M. and Pakora, J. (2012) <i>Coaching and Mentoring at Work</i> . Maidenhead: OUP	☒
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Clutterbuck, D. (2007) <i>Coaching and Mentoring at Work</i> . London: Nicholas Brearley International	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐

Module Code	BMPF7310 / BMPF7310D	
Module Title	Leadership in Planning and Motivation	
Classification	Reading List entry	Electronic*
Further	Watson, M. (2002) <i>Managing Smaller Projects: a practical guide</i> . Hook: Project Manager Today Publications	☐
Further	Wellington, P. (2011) <i>Effective People Management</i> . London: Kogan Page Ltd	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Further	http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

Module Code	BMPF7309 / BMPF7309D
Title	Leadership and Change
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	60%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7309 / BMPF7309D	
Module Title	Leadership and Change	
Classification	Reading List entry	Electronic*
Essential	Burnes, B. (2004) <i>Managing Change</i> . (4th ed) Harlow: Pearson Education Limited.	☒
Essential	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3rd ed) London: Kogan Page.	☒
Essential	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3rd ed) Harlow: Pearson Education Limited.	☒
Further	Alvesson, M. and Sveningsson, S. (2016) <i>Changing Organizational Culture: Cultural Change Work in Progress</i> . (2nd ed.) Abingdon, Oxon: Routledge.	☐
Further	Butler, L. and Leach, N. (2011) <i>Action Learning for Change: A Practical Guide for Managers</i> . Cirencester: Management Books 2000 Ltd.	☐
Further	Guirdham, M. (2005) <i>Communicating Across Cultures at Work</i> . (2nd ed) Basingstoke: Palgrave Macmillan.	☒
Further	Marquet, L. (2015) <i>Turn Your Ship Around</i> . New York: Penguin.	☐
Further	Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . (9th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) <i>ABC of Action Learning</i> . Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) <i>Organizational Culture and Leadership</i> . (3rd ed) San Francisco: Jossey-Bass.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>Journal of Organizational Behaviour Leadership</i>	☒

Module Code	BMPF7309 / BMPF7309D	
Module Title	Leadership and Change	
Classification	Reading List entry	Electronic*
	<i>Management Today</i>	
Further	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

Module Code	BMPF7312 / BMPF7312D
Title	Leadership, Crisis and Resilience
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	18 minutes	40%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7312 / BMPF7312D	
Module Title	Leadership, Crisis and Resilience	
Classification	Reading List entry	Electronic*
Essential	Chaskalson, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒
Essential	Northouse, P.G. (2009) <i>Introduction to Leadership</i> , London: Sage.	☐
Essential	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , 6th edn. Upper Saddle River, NJ: Prentice-Hall.	☒
Further	Achua, C.F. and Lussier, R.N. (2007) <i>Effective Leadership</i> , International Edition, 4th edn. UK: Cengage.	☐
Further	Adair, J. (rev. ed.2013) <i>Developing your Leadership Skills</i> , London: Kogan Page	☒

Module Code	BMPF7312 / BMPF7312D	
Module Title	Leadership, Crisis and Resilience	
Classification	Reading List entry	Electronic*
Further	Ashurst A. (2010) <i>Developing management potential: how to lead, support and motivate care teams effectively</i> , London: Quay Book.	☐
Further	Burke, R.J. and Cooper, C.L. (2006) <i>Inspiring Leaders</i> , London: Routledge.	☒
Further	Crosby, B.C. and Bryson, J. (2005) <i>Leadership for the Common Good</i> , San Francisco: Jossey Bass.	☐
Further	Drucker, P. (2001) <i>The Essential Drucker</i> , New York: Harper Business.	☐
Further	Gardner, J. (1989) <i>On Leadership</i> , New York: Free Press.	☐
Further	Huczynski A. & Buchanan D. (2007) <i>Organisational Behaviour</i> , Harlow: Prentice Hall.	☐
Further	Maak, T. and Pless, N.M. (2006) <i>Responsible Leadership</i> , London: Routledge.	☒
Further	Mullins L.J. (2010 9 th ed.) <i>Management and Organisational Behaviour</i> , London: Pitman.	☒
Further	Northouse P. G. (2010) <i>Leadership theory and practice</i> , California: Sage.	☐
Further	Rayner, C. (2009) <i>Managing and leading people</i> , London: Chartered Institute of Personnel and Development.	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>The Journal of Human Resources</i> <i>Journal of Organizational Behaviour</i>	☒
Further	http://www.johnadair.co.uk/ www.jisc.ac.uk	☒

Module Code	BMPF7311 / BMPF7311D
Title	Leadership in the Third Sector
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

TOTAL	300	100%
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ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3750 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	22 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7311 / BMPF7311D	
Module Title	Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☒
Essential	Northouse P. G. (2013) <i>Leadership: Theory and Practice</i> , (6 th ed) Los Angeles: Sage.	☐
Further	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☒
Further	Bolton, G. (2014) <i>Reflective Practice: Writing and Professional Development</i> . London: Sage.	☐
Further	Boud, D., Cressey, P. and Docherty, P. (2006) <i>Productive Reflection at Work</i> . Abingdon: Routledge	☒
Further	Buchanan, D. and Huczynski, A. (2013) <i>Organizational Behaviour</i> . Harlow: Pearson	☐
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐

Module Code	BMPF7311 / BMPF7311D	
Module Title	Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☒
Further	Journals <i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Further	Websites http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

Module Code	BMPF7318 / BMPF7318D
Title	Principles and Practices of Social Housing
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

government reorganisation, service rationalisation and ongoing changes in procurement legislation.

- An examination of the range of legislation relating to housing providers and tenants, such as: court processes, legal support and leaseholder legislation.
- A critical reflection on individual job roles within the student group, and which legislation should be of key consideration when devising individual development plans and interaction with other colleagues.
- Rationalising a framework of ethical considerations within the social housing sector, including the need to work within clearly defined professional boundaries and a detailed consideration of equalities, diversity and data protection.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 3 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7318 / BMPF7318D	
Module Title	Principles and Practices of Social Housing	
Classification	Reading List entry	Electronic*
Essential	Astin, D. (2015). <i>Housing Law Handbook (3rd Ed.)</i> . London: Legal Action Group.	☐
Essential	Harriot, S. and Matthews, L. (2009). <i>Introducing Affordable Housing (Practice Studies)</i> . Chartered Institute of Housing.	☐
Essential	Lund, B. (2011). <i>Understanding Housing Policy (2nd Ed.)</i> . Bristol: The Policy Press.	☐
Essential	Reeves, Paul. (2013). <i>Affordable and Social Housing: Policy and Practice</i> . London: Routledge.	☐
Further	Chaloner, J., Dreisin, A. and Pragnell, M. (2015). <i>Building New Social Rent Homes: An Economic Appraisal</i> . Capital Economics.	☐
Further	Kay, S. (2014). <i>Homes for Welsh Workers: From Robert Owen to the Garden City Movement, with a Gazetteer of Planned Communities in Wales, 1800 to 1939</i> . Abergavenny: 325 Press.	☐
Further	Murrie, A. (2016). <i>The Right to Buy?: Selling off Public and Social Housing</i> . Bristol: The Policy Press.	☐
Further	Websites Cambridge Centre for Housing and Planning Research: http://www.cchpr.landecon.cam.ac.uk/ Joseph Rowntree Foundation Reports: https://www.jrf.org.uk/reports Social Housing Under Threat: http://www.4socialhousing.co.uk/ The History of Council Housing: http://fet.uwe.ac.uk/conweb/house_ages/council_housing/print.htm Welsh Housing Quarterly: http://www.whq.org.uk/	☐

Module Code	BMPF7306 / BMPF7306D
Title	Developing Sustainable Tenancies
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Component 3 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3000 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7306 / BMPF7306D	
Module Title	Developing Sustainable Tenancies	
Classification	Reading List entry	Electronic*
Essential	Department for Environment, Food and Rural Affairs. (2006). <i>Sustainable Communities: A shared agenda, a share of the action</i> . London: Defra Publications.	☒
Essential	Mawson, A. (2008). <i>The Social Entrepreneur: Making Communities Work</i> . London: Atlantic Books.	☒
Essential	O'Halloran, A. and Davies, C. (2014). <i>Working Together to Create Sustainable Communities: Learning Report</i> . Chartered Institute of Housing.	☒
Essential	Rallings, M. (2014). <i>Approaches to tenancy management in the social housing sector: Exploring new models and changes in the tenant-landlord relationship</i> . Housing Associations' Charitable Trust.	☒
Essential	Richardson, J. (2010). <i>Housing and the Customer</i> . Chartered Institute of Housing.	☐
Further	Arden, A., Chan, R. and Madge-Wyld, S. (2012). <i>Quiet Enjoyment: Arden and Partington's Guide to Remedies for Harassment and Illegal Eviction</i> . London: Legal Action Group.	☐
Further	Arden, A., Orme, E. and Vanhegan, T. (2012). <i>Homelessness and Allocations</i> . London: Legal Action Group.	☐
Further	Dorling, D. (2014). <i>All that is solid: How the great housing disaster defines our times, and what we can do about it</i> . London: Penguin.	☐
Further	Pawson, H. and Mullins, D. (2010). <i>After Council Housing: Britain's New Social Landlords</i> . London: Palgrave Macmillan.	☒
Further	Websites Cambridge Centre for Housing and Planning Research: http://www.cchpr.landecon.cam.ac.uk/ Chartered Institute for Housing: http://www.cih.org/ Housing Associations' Charitable Trust: http://www.hact.org.uk/ Housing Studies Association: http://housing-studies-association.org/ Institute for Sustainable Communities: http://www.iscvt.org/ Joseph Rowntree Foundation Reports: https://www.jrf.org.uk/reports Social Housing Under Threat: http://www.4socialhousing.co.uk/ Wales Institute of Social and Economic Research, Data and Methods: http://www.wiserd.ac.uk/research/inequalities/current-projects/housing-network/about-network/ Welsh Government Housing Statistics and Research: http://gov.wales/statistics-and-	☒

	research/?topics=Housing+and+regeneration&view=Search+results&types=Social+Research&lang=en Welsh Housing Quarterly: http://www.whq.org.uk/	
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Module Code	BMPF7322 / BMPF7322D
Title	Understanding Housing Law
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	60%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7322 / BMPF7322D	
Module Title	Understanding Housing Law	
Classification	Reading List entry	Electronic*
Essential	Luba, J., Madge, N., Gallagher, J., McConnell, D., Madge-Wyld, S., 2016. <i>Defending Possession Proceedings</i> . 8th Revised edition. London: Legal Action Group	☐
Essential	Welsh Government, 2016, <i>Renting Homes (Wales) Act 2016</i> , [online] Available at http://www.legislation.gov.uk/anaw/2016/1/contents/enacted	☒
Further	Luba, J., Davies, L., Johnston, C., 2016. <i>Housing Allocation and Homelessness: Law and Practice</i> : 4th edition. London: Jordan Publishing Limited.	☐
Further	HACT 2014. <i>Approaches to tenancy management in the social housing sector: Exploring new models and</i>	☒

Module Code	BMPF7322 / BMPF7322D	
Module Title	Understanding Housing Law	
Classification	Reading List entry	Electronic*
	<i>changes in the tenant-landlord relationship.</i> [pdf] London, HACT. Available at http://hact.org.uk/sites/default/files/uploads/Archives/2014/9/Tenancy%20Management%20report%20FINAL.pdf	
Further	Garner, S., 2017, <i>A Practical Approach to Landlord and Tenant</i> . 8th Edition. Oxford: OUP.	☐
Further	CIH 2016. <i>Housing in Wales Factsheet – The renting Homes [Wales] Act 2016.</i> [pdf] Cardiff, CIH. Available at http://www.cih.org/resources/PDF/Wales%20Policy/Renting%20Homes%20factsheet%20-%20English%20Final.pdf	☒
Further	Welsh Government, 2017, <i>Renting Homes [Wales] Act 2016</i> . Cardiff, Welsh Government. Available at http://gov.wales/topics/housing-and-regeneration/legislation/rentingbill/?lang=en	☒
Further	Welsh Government, 2016, <i>Renting Homes [Wales] Act 2016.</i> [pdf] Cardiff, Welsh Government. Available at http://www.cih.org/resources/PDF/Wales%20Events/tai2016/Simon%20White.pdf	☒
Further	Welsh Government, 2016, <i>Renting Homes [Wales] Act 2016 – Guidance relating to Supported Accommodation.</i> [pdf] Cardiff, Welsh Government. Available at https://consultations.gov.wales/sites/default/files/consultation_doc_files/170206-guidance-relating-to-supported-accommodation-en.pdf http://www.rla.wales/policies-news/category/policies/renting-homes-act/	☒
Further	Welsh Government, 2015, <i>Code of Practice for Landlords and Agents licensed under Part 1 of the Housing [Wales] Act 2014.</i> [pdf] Cardiff, Welsh Government. Available at http://www.assembly.wales/laid%20documents/sub-ld10378/sub-ld10378-e.pdf	☒

Module Code	BMPF7316 / BMPF7316D
Title	Personal Leadership for Citizen Service
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements (2500 words or equivalent)	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2500 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7316/D	
Module Title	Personal Leadership for Citizen Service	
Classification	Reading List entry	Electronic*
Essential	Schein, E. and Schein, P. (2017) <i>Organizational Culture and Leadership</i> , 5th ed. New Jersey: Wiley	☒
Essential	Adair, J. (2013) <i>Develop your Leadership Skills</i> . London: Kogan Page.	☒
Essential	Cherniss, C. and Goleman, D. (eds) (2001) <i>The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations</i> . San Francisco: Jossey Bass	☒
Further	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3rd ed) London: Kogan Page.	☒
Further	Senge, P.M. (2006), <i>The Fifth Discipline: The art and practice of the learning organization</i> : 2 nd ed. USA: Doubleday	☒
Further	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Further	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3rd ed) Harlow: Pearson Education Limited.	☒
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	☐

Module Code	BMPF7321 / BMPF7321D
Title	The Political Context of Citizen Service
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3500 words or equivalent	70%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	9 minutes	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7321 / BMPF7321D	
Module Title	The Political Context of Citizen Service	
Classification	Reading List entry	Electronic*
Essential	Wales: (2016) <i>Taking Wales Forward 2016-2021</i> . Cardiff: Welsh Government	☒
Essential	White paper: Great Britain: national Improvement & Efficiency Social Enterprise (iESE): From surviving to thriving: How councils can re-shape local public services to meet the next spending review challenges: Paper 2: Consultation outcomes, iESE Ltd. 2015	☒
Essential	Senge, P.M. (2006), <i>The Fifth Discipline: The art and practice of the learning organization</i> : 2 nd ed. USA: Doubleday	☒
Further	Schein, E. and Schein, P. (2017) <i>Organizational Culture and Leadership</i> , 5th ed. New Jersey: Wiley	☒
Further	Wales (2011), <i>Local, Regional or National? Working for better service delivery across local government</i> . Cardiff: Welsh Government	☐
Further	Wales (2009), <i>Better Outcomes for Tougher Times: The Next Phase in Public Service Improvement</i> . Cardiff: Welsh Assembly Government	☒
Further	LARCI (2010), <i>Co-production: A Series of Commissioned Reports</i> . UK: IDeA	☒
Further	Wales (2010), <i>Challenging Times – An Opportunity for Change</i> . Wales: SOLACE	☒
Further	Deaner, B., and Phillips, D. (2013). <i>Scenarios for the Welsh government budget to 2025-26</i> . Institute for. <i>Fiscal Studies Report No. R83</i> .	☒
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	

Module Code	BMPF7305 / BMPF7305D
Title	Delivering Citizen Focused Outcomes
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%

TOTAL	200	100%
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ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3750 words or equivalent	75%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1250 words or equivalent	25%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7305 / BMPF7305D	
Module Title	Delivering Citizen Focused Outcomes	
Classification	Reading List entry	Electronic*
Essential	Wales: (2016) <i>Taking Wales Forward 2016-2021</i> . Cardiff: Welsh Government	☒
Essential	White paper: <i>Great Britain: national Improvement & Efficiency Social Enterprise (iESE): From surviving to thriving: How councils can re-shape local public services to meet the next spending review challenges: Paper 2: Consultation outcomes</i> , iESE Ltd. 2015	☒
Essential	Schein, E. and Schein, P. (2017) <i>Organizational Culture and Leadership</i> , 5th ed. New Jersey: Wiley	☐
Further	Barber, M. (2015) <i>How to run a Government so that citizens benefit and taxpayers don't go crazy</i> . Allen Lane	☒
Further	Williams, B and Hummelbrunner, R. (2009) <i>Systems concepts in action</i> . Stanford: Stanford University Press	☒
Further	Whitmore, J. (2017), <i>Coaching for Performance: The Principles and Practice of Coaching and Leadership</i> 25 th anniversary ed. London: Nicholas Brearley Publishing	☒
Further	Additional reading will be recommended by Course tutors, and will be made available on Moodle	☒

Module Code	BMPF7317 / BMPF7317D
Title	Planning for Learning and Development
Date	14/12/2022
Level	7
Credits	5
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

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

Mode of assessment	Volume	Weighting
Written Assignment - Learning Plan	1250 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7317 / BMPF7317D	
Module Title	Planning for Learning and Development	
Classification	Reading List entry	Electronic*
Essential	Essential Reading will be recommended based upon the specific areas studied.	
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> , London: Routledge.	☒
Further	Campbell, A, and Norton, L. (2007) <i>Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice</i> Exeter: Learning Matters Ltd.	☒
Further	Moon, J.A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> , London: Routledge Falmer.	☒
Further	BBC and Open University, Learning Styles. De Bono E., official website, http://www.edwdebono.com/ Gardner, H., official website Higher Education Academy, 'What is Reflective Practice', Kolb, D., official website, http://www.dkolb.org/ Theories of Reflection, http://www.infed.org/biblio/b-reflect.htm http://www.docstoc.com/docs/6498566/Personal-Development-Plan-template/	☒

Module Code	BMPF7300 / BMPF7300D
Title	Academi Wales Summer School
Date	14/12/2022
Level	7
Credits	10
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements (2500 words or equivalent)	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7300 / BMPF7300D	
Module Title	Academi Wales Summer School	
Classification	Reading List entry	Electronic *
Essential	Academi Wales <i>Delegate Workbook</i>	☐
Essential	Academi Wales <i>Learning Guide</i>	☐
Essential	Academi Wales <i>Learning Journal</i>	☐
Essential	Academi Wales <i>Learning to Action Contract</i>	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Brockbank, A. and McGill, I. (2007) <i>Facilitating Reflective Learning in Higher Education</i> . Maidenhead: Open University Press.	☒
Further	Campbell, A. and Norton, L. (2007) <i>Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice</i> . Exeter: Learning Matters Ltd.	☒
Further	Gilbert, A. (2005) <i>Go-MAD: The Art of Making a Difference</i> . Reading: Cox and Wyman.	☐
Further	Moon, J.A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> . London: Routledge Falmer.	☒
Further	Achor S. (2010) <i>The Happiness Advantage: The 7 Principles of Positive Psychology that Fuel Success and Performance at Work</i> , New York: Crown Business	☐
Further	Bhargava R. (2012) <i>Likeonomics: The Unexpected Truth Behind Earning Trust, Influencing Behavior, and Inspiring Action</i> , New Jersey: John Wiley	☐
Further	Clough P., Strycharczyk D. (2012) <i>Developing Mental Toughness: Improving Performance, Wellbeing and Positive Behaviour in Others</i> , London: Kogan Page	☐
Further	Dwek, C. (2007) <i>Mindset: The New Psychology of Success</i> , New York: Ballentine	☐

Module Code	BMPF7300 / BMPF7300D	
Module Title	Academi Wales Summer School	
Classification	Reading List entry	Electronic *
Further	Larker D, Tayan B. (2013) <i>A Closer Look at Organizational Choices and Their Consequences</i> , New Jersey: Pearson Education	☐
Further	Peppers D., Rogers M. (2012) <i>Extreme Trust: Honesty as a Competitive Advantage</i> , London: Penguin	☐

Module Code	BMPF7301 / BMPF7301D
Title	Academi Wales Summer School Personal Development Plan
Date	14/12/2022
Level	7
Credits	5
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
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Written Assignment	1250 words or equivalent	100%
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Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7301 / BMPF7301D	
Module Title	Academi Wales Summer School Personal Development Plan	
Classification	Reading List entry	Electronic*
Essential	Academi Wales <i>Delegate Workbook</i>	☐
Essential	Academi Wales <i>Learning Guide</i>	☐
Essential	Academi Wales <i>Learning Journal</i>	☐
Essential	Academi Wales <i>Learning to Action Contract</i>	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Brockbank, A. and McGill, I. (2007) <i>Facilitating Reflective Learning in Higher Education</i> . Maidenhead: Open University Press.	☒
Further	Campbell, A. and Norton, L. (2007) <i>Learning, Teaching and Assessing in Higher Education: Developing Reflective Practice</i> . Exeter: Learning Matters Ltd.	☒
Further	Gilbert, A. (2005) <i>Go-MAD: The Art of Making a Difference</i> . Reading: Cox and Wyman.	☐
Further	Moon, J.A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> . London: Routledge Falmer.	☒
Further	Achor S. (2010) <i>The Happiness Advantage: The 7 Principles of Positive Psychology that Fuel Success and Performance at Work</i> , New York: Crown Business	☐
Further	Bhargava R. (2012) <i>Likeonomics: The Unexpected Truth Behind Earning Trust, Influencing Behavior, and Inspiring Action</i> , New Jersey: John Wiley	☐
Further	Clough P., Strycharczyk D. (2012) <i>Developing Mental Toughness: Improving Performance, Wellbeing and Positive Behaviour in Others</i> , London: Kogan Page	☐
Further	Dwek, C. (2007) <i>Mindset: The New Psychology of Success</i> , New York: Ballentine	☐
Further	Larker D, Tayan B. (2013) <i>A Closer Look at Organizational Choices and Their Consequences</i> , New Jersey: Pearson Education	☐
Further	Peppers D., Rogers M. (2012) <i>Extreme Trust: Honesty as a Competitive Advantage</i> , London: Penguin	☐

Module Code	BMPF7328 / BMPF7328D
Title	Work-based Learning Project (Moderate)
Date	14/12/2022
Level	7
Credits	45
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	90	20%
Independent learning	90	20%
Placement learning	270	60%
TOTAL	450	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project proposal and report	9000 words	80%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation of project outcomes	13 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7328 / BMPF7328D	
Module Title	Work-based Learning Project (Moderate)	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2022 5 th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☐

Module Code	BMPF7324 / BMPF7324D
Title	Wellbeing of Future Generations Act
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the student to independently study the current knowledge regarding the Well-being of Future Generations (Wales) Act (the Act) and its particular relevance to their workplace practice and their own developmental needs.

LEARNING OUTCOMES

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

- create and implement a study based on the Act, resulting in a plan for its full or partial implementation in their workplace;
- critically evaluate the actual or potential impact of applying their learning regarding the Act and the five ways of working, on improving their practice and performance. It's contribution to the achievement of organisational well-being objectives and the national well-being goals;
- research, analyse and critically evaluate a range of theories and methodologies necessary for implementing relevant aspects of the Act, in their workplace;

INDICATIVE CONTENT

- Establishing a rationale for studying the Act, its relevance to the workplace and the learner's developmental needs.
- Identifying expected learning outcomes from this study, assessment criteria and assessment methodologies to establish if these have been met.
- Planning and implementing a study programme, including timescales and resources needed.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning.
- Critical reflection.
- Change management and change theory, including the '5 ways of working' outlined in the Act

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	120	60%
Placement learning work-based	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements (2500 words or equivalent)	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7324 / BMPF7324D	
Module Title	Wellbeing of Future Generations Act	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Essential	Smith, R. (2015) <i>The Effective Change Manager's Handbook</i> . London: Kogan Page	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒

Module Code	BMPF7324 / BMPF7324D	
Module Title	Wellbeing of Future Generations Act	
Classification	Reading List entry	Electronic*
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐
Further	Ross, L. (2020) <i>Change Management: The Essentials - the modern playbook for new and experienced practitioners</i> . Australia; Green Hill	☒
Further	On-line resources: https://futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-English.pdf https://futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf https://gov.wales/well-being-future-generations-wales-act-2015-guidance https://gov.wales/sites/default/files/publications/2019-06/easy-read-a-guide-to-the-wellbeing-of-future-generations-act.pdf https://www.assembly.wales/research%20documents/18-033/18-033-web-english.pdf Additional specific resources: https://www.audit.wales/publication/findings-auditor-generals-sustainable-development-principle-examinations Guidance on how the Act can be applied on a practical level, the Future Generations Commissioner's Journeys to the national goals: https://futuregenerations.wales/the-art-of-the-possible/ Guidance on the development of a study to be partially or fully implemented in the workplace, the Future Generations Commissioner's Frameworks to ensure all elements of the Act are taken into account: - https://futuregenerations.wales/resources_posts/future-generations-framework-for-scrutiny/ - https://futuregenerations.wales/resources_posts/future-generations-framework-for-service-design/ - https://futuregenerations.wales/resources_posts/future-generations-framework/ Identifying where the biggest change is needed when selecting a topic for one's study, the Future Generations Report 2020: https://futuregenerations.wales/resources_posts/the-future-generations-report-2020/ Gaining an understanding of where Wales is and where change is needed, the Well-being of Wales reports: https://gov.wales/well-being-wales	☒

Module Code	BMPF7319 / BMPF7319D
Title	Reflection on Clinical Leadership
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- analyse and assess personal leadership style with reference to a range of diagnostics considering personality, team contribution and application of leadership knowledge, skills and behaviours;
- participate in discussions which will include the consideration and application of a range of leadership theories, models and frameworks in complex and fluid environments;
- reflect on the importance of constructive feedback and how receiving and using positive challenges can improve personal effectiveness;
- explore the impact of the political and strategic context of health care with reference to the Health Policies and best practice models of Wales and the Home Countries. The application of quality improvement principles and methodologies to include human factors and quality and safety frameworks will be analysed and evaluated in relation to their success;
- the value of effective team working , barriers to engagement, use of language and communication, challenging attitudes, behaviours and cultural norms,

cross boundary collaboration and the effect of technological advancements on health care will be explored;

- current national reports will be discussed in relation to the implications for future service delivery models e.g. Francis, Keogh and Berwick.

Study Time Allocation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7319 / BMPF7319D	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
Essential	Andrews, J. and Butler, M. (2014) <i>Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board</i> . Stirling: Dementia Services Development Centre.	☐
Essential	Department of Health (2008) <i>High Quality Care For All: NHS Next Stage Review Final Report</i> London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) <i>Patient-centred Leadership: Rediscovering our Purpose</i> London: The King's Fund.	☐

Module Code	BMPF7319 / BMPF7319D	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
Essential	Francis, R. (2013) <i>Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary</i> London: HMSO.	☐
Essential	Keogh, B. (2013) <i>Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report</i> London: HMSO.	☐
Essential	King's Fund Report (2012) <i>Together we can: Leadership and engagement for improvement in the NHS</i> London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012) <i>Improving Quality Reduces Costs – Quality as the Business Strategy</i> Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) <i>Healthcare Leadership Model</i> London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) <i>Together for Health - A five year vision for the NHS in Wales</i> . Crown Copyright.	☐
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Billett, S. (2001) <i>Learning in the Workplace</i> London: Allen and Unwin.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge.	☐
Further	Gill, J. and Johnson, P. (2002) <i>Research Methods for Managers</i> . London: Sage, 2002.	☐
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> , Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> , London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge. OpenLearn (2008) <i>T175 Presenting Information from</i> http://openlearn.open.ac.uk/course/view.php?id=1232 .	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) <i>Research Methods for Business Students</i> London: Pearson.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐
Further	Storey, J. and Holti, R. (2013) <i>Towards a New Model of Leadership for the NHS</i> Buckingham: Open University.	☐
Further	Journals <i>British Journal of Healthcare Management</i> <i>British Journal of Leadership in Public Services</i> <i>British Medical Journal</i> <i>Health Care Management Review</i> <i>Healthcare Management Science</i> <i>Health Service Journal</i> <i>Human Resource Management Review</i> <i>Journal of Healthcare Leadership</i> <i>Journal of Health Organization and Management</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i>	☐

Module Code	BMPF7319 / BMPF7319D	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
	<i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	
Further	Websites 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales Office of National Statistics http://www.statistics.gov.uk/cc/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/ Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/ Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/ Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	☒

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

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

Module Code	BMPF7314 / BMPF7314D
Title	Leading Service Improvement Project
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment: Project Proposal	750 words	10%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	13 minutes	30%

Assessment Component 3 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment: Work-related project	4500 words	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7314 / BMPF7314D	
Module Title	Leading Service Improvement Project	
Classification	Reading List entry	Electronic*
Essential	Burnes, B. (2004) <i>Managing Change</i> . (4th ed) Harlow: Pearson Education Limited.	☒
Essential	Cameron, E. and Green, M. (2012) <i>Making Sense of Change Management: A Complete Guide to the Models Tools and Techniques of Organizational Change</i> . (3rd ed) London: Kogan Page.	☒
Essential	Senior, B. and Fleming, J. (2006) <i>Organizational Change</i> . (3rd ed) Harlow: Pearson Education Limited.	☒

Further	Alvesson, M. and Sveningsson, S. (2016) <i>Changing Organizational Culture: Cultural Change Work in Progress</i> . (2nd ed.) Abingdon, Oxon: Routledge.	☐
Further	Butler, L. and Leach, N. (2011) <i>Action Learning for Change: A Practical Guide for Managers</i> . Cirencester: Management Books 2000 Ltd.	☐
Further	Guirdham, M. (2005) <i>Communicating Across Cultures at Work</i> . (2nd ed) Basingstoke: Palgrave Macmillan.	☒
Further	Marquet, L. (2015) <i>Turn Your Ship Around</i> . New York: Penguin.	☐
Further	Mullins, L. (2010) <i>Management and Organisational Behaviour</i> . (9th ed) Harlow: Pearson Education Limited.	☒
Further	Revans, R. (2011) <i>ABC of Action Learning</i> . Farnham: Gower Publishing.	☒
Further	Schein, E. (2004) <i>Organizational Culture and Leadership</i> . (3rd ed) San Francisco: Jossey-Bass.	☒
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>Journal of Organizational Behaviour</i> <i>Leadership</i> <i>Management Today</i>	☒
Further	https://www.geert-hofstede.com/ https://www.prosci.com/	☒
Further	Billett, S. (2001) <i>Learning in the Workplace</i> London: Allen and Unwin.	☐
Further	Gill, J. and Johnson, P. (2002) <i>Research Methods for Managers</i> . London: Sage, 2002.	☐
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> , Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> , London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge. OpenLearn (2008) <i>T175 Presenting Information from</i> http://openlearn.open.ac.uk/course/view.php?id=1232 .	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) <i>Research Methods for Business Students</i> London: Pearson.	☐
Further	Journals <i>Human Resource Management Review</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i> <i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	☐

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

Module Code	BMPF7307 / BMPF7307D
Title	Financial Management for Public Sector
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

- To provide the student with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environments within the public sector.
- The course will concentrate on financial performance assessment and capital project appraisal/capital rationing as well as budgeting within the Public sector

LEARNING OUTCOMES

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

- Research, apply and evaluate a variety of financial assessment techniques for application to a case study and assess the various issues and theoretical frameworks used in the management and control of financial resources;
- Critically evaluate the processes and mechanisms used in the financial management of public organisations, incorporating a review of the role of the external audit agencies;
- Evaluate the various sources of finance (current and proposed) for revenue and capital programmes of public sector organisations;
- Prepare financial plans and statements, taking into account internal and external financial and political constraints. and evaluate those plans to identify possible alternative courses of action for decision by the policy making body.

INDICATIVE CONTENT

- Financial statements as a means of communication; users of financial information; ratio analysis; trend analysis; interlinking of ratio results; comparison with similar sized businesses and industry sector norms; recommendations and conclusions; follow up analysis and interpretation; corporate failure prediction models; critical appraisal of techniques; application to international companies.
- Objectives of working capital management; methods of financing working capital (short and long-term financing requirements); management and control of trade credit and trade debt; cash management, cash operating cycle, management of stocks; application of controls to international companies, evaluation of conflicting aims.
- Project appraisal including payback, APR, NPV, IRR; decision to make, buy or lease; effects of capital rationing, taxation and inflation; project appraisal;

post completion audit and critical appraisal of the techniques applied; requirements of international companies and global projects.

- The statutory responsibilities and powers of auditors in the public sector, and their role in accountability, financial control and value for money.
- The private finance initiative as a mechanism for providing modern, efficient and effective public assets and services.
- The budget process for both capital and revenue with application of practical case studies which develop the student's ability to identify and evaluate critically alternative policies and plans.
- Various methods of raising finance for revenue and capital programmes of public organisations (current, proposed and those adopted worldwide).
- State aid rules and EU threshold for tendering.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3750 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3750 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7307 / BMPF7307D	
Module Title	Financial Management for Public Sector	
Classification	Reading List entry	Electronic*
Essential	Coombs H. M and Jenkins. D. E. (2001) Public Sector Financial Management, 3rd Ed., Oxford: Thomson Learning	☐
Essential	Bandy, G (2014) Financial Management and Accounting in the Public Sector Routeledge	☐
Essential	Atrill, P. & McLaney, E. (2014), Accounting and Finance for Non-Specialists, 9th Ed.: FT Prentice Hall	☒
Essential	Atrill, P. (2014) Financial Management for Decision Makers, 7th Edition, Ft Prentice Hall	☐
Essential	Collier, Paul M. (2015), Accounting for Managers, 5th Ed., Chichester: Wiley	☐
Further	Arnold, G. (2013) Essentials of Corporate Financial Management. 2nd Edition Pearson	☒
Further	Davies, T. and Crawford, I. (2011) Business Accounting and Finance, FT Prentice Hall	☒
Further	Dyson, R, (2010), Accounting for Non-Accounting Students, 8th Edition, Pearson	☒
Further	McLaney, J. (2014) Business Finance: Theory and Practice, 10th edition FT Prentice Hall	☒
Further	Weetman, P. (2011), Financial and Management Accounting, 5th Edition FT Prentice Hall	☒
Further	Audit Commission. (2010) Code of Audit Practice for Local Government Bodies, Portsmouth: Holbrooks Printers	☐
Further	Bergmann. A. (2008) Public Sector Financial Management, 1st Ed., Financial Times: Prentice Hall	☐
Further	Bovaird.T. and Loffler.E. (2014) Public Management and Governance, 1st Ed., London: Routledge	☐
Further	Doherty. T.L and Horne.T. (2013) Managing Public Services, 1st Ed., London: Routledge	☐
Further	Jones. R. and Pendlebury.M. (2010) Public Sector Accounting, 6th Ed, Financial Times: Prentice Hall	☐
Further	Prowle, M (2010) , Managing and Reforming Modern Public Services, 1st Edition, © Pearson	☐
Further	Yescombe, E R (2010) Public Private partnerships Elsevier Butterworth Heinmann	☐
Further	Yescombe, E R (2014) Principles of Project Finance Academic Press Elsevier	☐
Further	Gatti, S Project Finance in Theory and Practice Academic Press Elsevier	☐
Further	Hawawini, G. and Viallet, C. (2015) Finance for Executives: Managing for Value Creation, South-Western; 5th Edition	☒
Further	Myddleton, D. (2000) Managing Business Finance, London: Prentice Hall	☐
Further	Journals (most of these are in e-journal form) Accounting Accounting and Business Accounting and Business Research Harvard Business Review Financial Management The British Accounting Review International Financial Management and Accounting	☐

Module Code	BMPF7307 / BMPF7307D	
Module Title	Financial Management for Public Sector	
Classification	Reading List entry	Electronic*
	Accounting and Finance Business Finance and Accounting Full text business journal databases: Business Source Complete ABI/INFORM Complete	
Further	Websites Accountancy Age (online) Available from: http://www.accountancyage.com/ ACCA, Association of Chartered Certified Accountants (online) Available from: http://www.accaglobal.com CIMA, Chartered Institute of Management Accountants (online) Available from: http://www.cimaglobal.com CIFPA, Chartered Institute of Public Finance Association http://www.cipfa.org	☐

Module Code	BMPF7304 / BMPF7304D
Title	Coaching in the Workplace
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

- To enable the student to develop a deeper understanding of the underpinning theories and issues involved in workplace coaching processes and practice and to enable the student to plan and implement a workplace coaching programme and critically evaluate their personal performance.

LEARNING OUTCOMES

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

- critically examine a range of coaching theories and models, and select an approach appropriate for the needs and culture of their organisation;
- plan, implement and evaluate the coaching programme;
- critically reflect on their own coaching performance in the workplace, including the ethical frame they have used, and address areas for improvement through a personal development plan.

INDICATIVE CONTENT

- An exploration of the similarities and differences between mentoring and coaching, and the roles and responsibilities of coaches and mentors.
- A consideration of the benefits of coaching to both the organisation and the individual, and the significance of organisation needs and culture.
- A review of differing theories, perspectives and approaches, and the different models and methods available.
- An in-depth exploration of the professional skills, dispositions, knowledge and understanding necessary for successful coaching. This will include tools and techniques such as active listening, summarising, analysing, and discussions around emotional intelligence, transactional analysis, value conflicts, culture and ethics.
- An examination of learning theories and learner motivation, and the selection of appropriate coaching styles to meet the needs of diverse learners.
- An examination of methods of monitoring, review and evaluation of student progress, including the need to keep records of coaching activities.

- A consideration of the need for and the importance of reflective practice, coaching supervision, and the role of critical evaluation of personal performance in identifying areas for improvement and construction of a development plan.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	40	20%
Placement learning	120	60%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2000 words	40%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	5 elements (3000 words or equivalent)	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7304 / BMPF7304D	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., (2014) The Complete Handbook of Coaching (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Whitmore, J. (2017) Coaching for Performance: The Principles and Practice of Coaching and	☒

	Leadership (5th ed.) London: Nicholas Brearley Publishing	
Further	Whitworth, L. et al. (2007) Co-active Coaching: New skills for coaching people to success in work and life (4 th ed.). London: Davies Black	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☒
Further	Megginson, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Journals: Coaching at Work	☒
Further	Websites: www.coaching-at-work.com	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 *Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	40%

Assessment Component 2 *(Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7303 / BMPF7303D	
Module Title	Coaching and Mentoring	
Classification	Reading List entry	Electronic*
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Further	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Further	Journals Coaching at Work	☒
Further	Websites www.coaching-at-work.com	☒

Cod y Modwl	BMPF7303C
Teitl	Hyfforddi a Mentora
Dyddiad	14/12/2022
Lefel	7
Credydau	30
Rhagofynion	Dim

AMCAN(ION)

- Galluogi'r myfyriwr i ddadansoddi'n feirniadol wahanol ddamcaniaethau hyfforddi a mentora, a datblygu dealltwriaeth ddyfnach o'r materion sy'n gysylltiedig â phrosesau ac arferion hyfforddi a mentora yn y gwaith.
- Galluogi'r myfyriwr i gynllunio, cyflwyno a gwerthuso'n feirniadol raglen hyfforddi neu fentora yn y gweithle er mwyn gwella perfformiad unigol yn y gweithle. Dylai'r cynllun a'r cyflwyniad ohono nodi'n benodol y materion moesegol a allai godi a'r dull o'u cyfryngu yn y rhaglen.

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

- Archwiliad o'r tebygrwydd a'r gwahaniaethau o ran diffinio mentora a hyfforddi trwy dynnu ar wahanol ddamcaniaethau a safbwyntiau. Bydd hyn yn cynnwys ystyried sut y gall yr hyfforddwr ddiwallu anghenion hyfforddwyr o gryn amrywiaeth o ran ethnigrwydd, hunaniaeth rhyw, gallu dysgu, amrywiaeth niwral, corff ac ati.
- Ystyriaeth o fanteision hyfforddi a mentora i'r sefydliad a'r unigolyn. Bydd dysgwyr yn adolygu'r gwahanol fodelau a dulliau sydd ar gael a rolau a chyfrifoldebau hyfforddwyr a mentoriaid. Byddant yn dewis model hyfforddi neu fentora sy'n addas i'w gweithle a'i anghenion diwylliannol.
- Archwiliad o'r sgiliau proffesiynol, tueddiadau, gwybodaeth a dealltwriaeth sy'n angenrheidiol i lwyddo mewn mentora a hyfforddi. Bydd hyn yn cynnwys ystod o offer a thechnegau megis gwrandio gweithredol, crynhoi,

dadansoddi a thrafodaethau ynghylch deallusrwydd emosiynol, dadansoddi rhyngweithredol, gwrthdaro gwerthoedd, diwylliant a moeseg.

- Archwiliad o ddamcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant y dysgwr. Archwiliad o ddulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, gan gynnwys yr angen i gadw cofnodion o weithgareddau hyfforddi neu fentora, a sut y gellir defnyddio'r rhain i gynorthwyo adfyfrio ar effeithiolrwydd hyfforddwyr yn y gweithle ac i nodi meysydd posibl i'w gwella.
- Archwiliad o arfer adfyfyriol a rôl goruchwyllo mewn arfer gorau, gan gynnal safonau moesegol a gwella perfformiad.
- Gwerthuso perfformiad personol er mwyn nodi meysydd i'w gwella a llunio cynllun datblygu.

Dyraniad Amser Astudio

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

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	60	20
Dysgu'n annibynnol	60	20
Dysgu drwy leoliadau	180	60
CYFANSWM	300	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	3000 o eiriau	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	6 elfennau (3000 o eiriau sy'n cyfateb)	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF7303C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cox, E., Bachkistrova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Hanfodol	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Pellach	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Pellach	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Pellach	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Pellach	Cyfnodolion Coaching at Work	☒
	Gwefannau www.coaching-at-work.com	☒

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

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

Module Code	BMPF7015 / BMPF7015D
Title	Practice Based Investigation (Standard)
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- undertake an investigative study into a specific and complex area of the individual's own practice;
- analyse, critically evaluate and report relevant research findings drawing on a range of papers, theories and methodologies relevant to their specified area of study;
- critically evaluate and communicate the actual and/or potential impact of applying their learning to improve their practice and performance;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located.

INDICATIVE CONTENT

- Establishing a rationale for a particular area of investigative study based on its relevance to the workplace and the learner's developmental needs.
- Planning and implementing a study programme.
- Research methods, analytical skills and critical evaluation.
- Literature review and analysis.
- Ethical considerations.
- The application of learning.
- Critical evaluation linked to internal and external factors influencing organisations.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	120	60%
Placement learning work-based	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	5000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7015 / BMPF7015D	
Module Title	Practice Based Investigation (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) The work-based learning student handbook, 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) Critical thinking skills – effective analysis, argument and reflection (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Machi. (2022). The literature review : six steps to success (Fourth edition.). Corwin	☒
Further	Greetham. (2021). How to write your literature review. Red Globe Press.	☒
Further	Bolton, G.E.J. (2014) Reflective practice - writing and professional development. London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7331 / BMPF7331D
Title	Practice Based Investigation (Extended)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- undertake an investigative study into a specific and complex area of the individual's own practice;
- analyse, critically evaluate and report relevant research findings drawing on a range of papers, theories and methodologies relevant to their specified area of study;
- critically evaluate and communicate the actual and/or potential impact of applying their learning to improve their practice and performance;
- recommend future actions based on the findings, discussing interrelationships between wider systems in which the area of practice is located;

INDICATIVE CONTENT

- Establishing a rationale for a particular area of investigative study based on its relevance to the workplace and the learner's developmental needs.
- Planning and implementing a study programme.
- Research methods, analytical skills and critical evaluation.
- Literature review and analysis.
- Ethical considerations.
- The application of learning.
- Critical evaluation linked to internal and external factors influencing organisations.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7331 / BMPF7331D	
Module Title	Practice Based Investigation (Extended)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	<i>Machi. (2022). The literature review : six steps to success (Fourth edition.). Corwin</i>	☒
Further	Greetham. (2021). <i>How to write your literature review</i> . Red Globe Press.	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7051 / BMPF7051D
Title	Further Independent Study Module (Minor)
Date	14/12/2022
Level	7
Credits	10
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1250 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	12 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7051 / BMPF7051D	
Module Title	Further Independent Study Module (Minor)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7052 / BMPF7052D
Title	Further Independent Study Module (Standard)
Date	14/12/2022
Level	7
Credits	20
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	120	60%
Placement learning	40	20%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment:	2500 words	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	25 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7052 / BMPF7052D	
Module Title	Further Independent Study Module (Standard)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7053 / BMPF7053D
Title	Further Independent Study Module (Extended)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment:	3750 words or equivalent	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	38 minutes	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7053 BMPF7053D	
Module Title	Further Independent Study Module (Extended)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7054 / BMPF7054D
Title	Enhanced Independent Study Module (Extended) (Academic Interview only)
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

STUDY TIME ALLOCATION

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 *(Tick one)*

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Academic Interview	75 minutes	100%

INDICATIVE READING LIST

Module Code	BMPF7054 /BMPF7054D	
Module Title	Enhanced Independent Study Module (Extended) (Academic Interview only)	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7017 / BMPF7017D
Title	Critical Reflection of Learning in the Workplace
Date	14/12/2022
Level	7
Credits	15
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	20%
Independent learning	30	20%
Placement learning	90	60%
TOTAL	150	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3750 words or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7017 / BMPF7017D	
Module Title	Critical Reflection of Learning in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Helyer, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Senge, P.M. (2006), <i>The Fifth Discipline: The art and practice of the learning organization</i> : 2 nd ed. USA: Doubleday	☒

Module Code	BMPF7055 / BMPF7055D
Title	Applied Independent Study
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

- Research and analyse a specific and complex area of study relevant to the individual's own practice;
- Identify and critically evaluate a range of theories and methodologies relevant to their specified area of study;
- Design, produce and critically evaluate an element within the portfolio.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	5250 words	70%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (2250 words or equivalent)	30%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7055 / BMPF7055D	
Module Title	Applied Independent Study	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7074 / BMPF7074D
Title	Independent Study Module (Extended) 2
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (1500 words or equivalent)	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	6000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7074 / BMPF7074D	
Module Title	Independent Study Module (Extended) 2	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7075 / BMPF7075D
Title	Independent Study Module (Extended) 3
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements (1500 words or equivalent)	20%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	6000 words	80%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7075 / BMPF7075D	
Module Title	Independent Study Module (Extended) 3	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Haber, J (2020) <i>Critical Thinking</i> . The MIT Press	☒
Further	Further reading based on the specific study topic will be recommended	

Module Code	BMPF7078 / BMPF7078D
Title	Work-based Learning Project (Intermediate) 2
Date	14/12/2022
Level	7
Credits	30
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2 (*Tick one*)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation (individual)	8 minutes	20%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7078 / BMPF7078D	
Module Title	Work-based Learning Project (Intermediate) 2	
Classification	Reading List entry	Electronic*
Essential	Essential texts relevant to the area(s) of study will be identified collaboratively with learners by individual project tutors.	☐
Further	Costley, C., Elliott, G., and Paul Gibbs (2012) <i>Doing Work Based Research, Approaches to Enquiry for Insider-Researchers</i> , London: Sage.	☒
Further	Gray, D. E. (2004). <i>Doing Research in the Real World</i> , London: Sage. Gray, D. E. (2022) 5th ed). <i>Doing Research in the Real World</i> , London: Sage.	☒
Further	Waters, S. and Bell, J. (2018) <i>Doing your research project: a guide for first time researchers</i> (7 th ed). Open University Press	☒

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

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

LEVEL: 7
CREDITS: 10

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

- Upon the successful completion of this module, the student should be able to:
- engage fully with the range of activities at the Academi Wales Summer School;
- critically identify specific areas covered in the Summer School that will aid their personal and professional development in the workplace;
- independently and critically reflect upon current management and leadership theory and relate it to their own practice.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

TOTAL	100	100%
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ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

Module Code	BMPF7033	
Module Title	Academi Wales Summer School	
Classification	Reading List entry	Electronic*
Further	Larker D, Tayan B. (2013) <i>A Closer Look at Organizational Choices and Their Consequences</i> , New Jersey: Pearson Education	☐
Further	Peppers D., Rogers M. (2012) <i>Extreme Trust: Honesty as a Competitive Advantage</i> , London: Penguin	☐

MODULE CODE: BMPF7034
TITLE: Academi Wales Summer School Personal Development Plan
DATED: 26/04/2018

LEVEL: 7
CREDITS: 5

JACS CODE: N612

AIM(S)

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

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:
critically reflect on the learning they experienced during the Summer School and its application for their own career development;
investigate analytically and prioritise development activities;
devise a comprehensive and robust development plan identifying key resources.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	1500 words	100%

Assessment Summary

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

READING LIST

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

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N612

AIM(S)

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

LEARNING OUTCOMES

- Upon the successful completion of this module, the student should be able to:
- critically evaluate the range, relevance and value of mentoring models, tools and techniques;
- demonstrate and critically examine their knowledge and understanding of the principles of effective mentoring, and the issues that can arise from the mentoring process;
- identify, apply and critically evaluate a mentoring model that meets the needs and culture of their workplace.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4200 words	70%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

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

Module Code	BMPF7014	
Module Title	An Introduction to Mentoring in the Workplace	
Classification	Reading List entry	Electronic*
Further	Meggison, D. and Clutterbuck, D. (2009) <i>Further Techniques for Coaching and Mentoring</i> , Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Parsloe, E. and Leedham, M. (2009) <i>Coaching and Mentoring: Practical Conversations to Improve Learning</i> , London: Kogan Page.	☒
Further	Shea, G. F. (2009) <i>Mentoring (Crisp Fifty-Minute Books)</i> , Menlo Park CA: Crisp Publications Inc.	☒
Further	Whitworth, L. et al. (2007) <i>Co-active Coaching: New skills for coaching people to success in work and life</i> , London: Davies Black.	☒
Further	Zachary, L.J. and Fischler, L.A. (2009) <i>The Mentee's Guide: Making Mentoring Work For You</i> , San Francisco: Wiley	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐

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

LEVEL: 7
CREDITS: 15

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

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

Mode of assessment	Volume	Weighting
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Portfolio	2 elements	100%
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Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3600 words	40%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Summary

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

READING LIST

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

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

Module Code	BMPF7061
Title	Coaching and Mentoring
Date	10/08/2020
Level	7
Credits	30
Pre-Requisites	

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

analysing, and discussions around emotional intelligence, transactional analysis, value conflicts, culture and ethics.

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1n *Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	40%

Assessment Component 2 (*Tick one)*

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4500 words or equivalent	60%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7061	
Module Title	Coaching and Mentoring	
Classification	Reading List entry	Electronic*
Essential	Cox, E., Bachkistrova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒
Further	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Further	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Further	Journals Coaching at Work	☒
Further	Websites www.coaching-at-work.com	☒

Cod y Modwl	BMPF7061C
Teitl	Hyfforddi a Mentora
Dyddiad	10/08/2020
Lefel	7
Credydau	30
Rhagofynion	

AMCAN(ION)

- Galluogi'r myfyriwr i ddadansoddi'n feirniadol wahanol ddamcaniaethau hyfforddi a mentora, a datblygu dealltwriaeth ddyfnach o'r materion sy'n gysylltiedig â phrosesau ac arferion hyfforddi a mentora yn y gwaith.
- Galluogi'r myfyriwr i gynllunio, cyflwyno a gwerthuso'n feirniadol raglen hyfforddi neu fentora yn y gweithle er mwyn gwella perfformiad unigol yn y gweithle. Dylai'r cynllun a'r cyflwyniad ohono nodi'n benodol y materion moesegol a allai godi a'r dull o'u cyfryngu yn y rhaglen.

DEILLIANNAU DYSGU

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

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

CYNNWYS DANGOSOL

- Archwiliad o'r tebygrwydd a'r gwahaniaethau o ran diffinio mentora a hyfforddi trwy dynnu ar wahanol ddamcaniaethau a safbwyntiau. Bydd hyn yn cynnwys ystyried sut y gall yr hyfforddwr ddiwallu anghenion hyfforddwyr o gryn amrywiaeth o ran ethnigrwydd, hunaniaeth rhyw, gallu dysgu, amrywiaeth niwral, corff ac ati.
- Ystyriaeth o fanteision hyfforddi a mentora i'r sefydliad a'r unigolyn. Bydd dysgwyr yn adolygu'r gwahanol fodolau a dulliau sydd ar gael a rolau a chyfrifoldebau hyfforddwyr a mentoriaid. Byddant yn dewis model hyfforddi neu fentora sy'n addas i'w gweithle a'i anghenion diwylliannol.
- Archwiliad o'r sgiliau proffesiynol, tueddiadau, gwybodaeth a dealltwriaeth sy'n angenrheidiol i lwyddo mewn mentora a hyfforddi. Bydd hyn yn cynnwys ystod o offer a thechnegau megis gwrandio gweithredol, crynhoi, dadansoddi a thrafodaethau ynghylch deallusrwydd emosiynol, dadansoddi rhyngweithredol, gwrthdaro gwerthoedd, diwylliant a moeseg.
- Archwiliad o ddamcaniaethau'n ymwneud ag anghenion ac arddulliau dysgwyr, a chymhelliant y dysgwr. Archwiliad o ddulliau monitro, adolygu a gwerthuso cynnydd dysgwyr, gan gynnwys yr angen i gadw cofnodion o weithgareddau hyfforddi neu fentora, a sut y gellir defnyddio'r rhain i gynorthwyo adfyfrio ar effeithiolrwydd hyfforddwyr yn y gweithle ac i nodi meysydd posibl i'w gwella.
- Archwiliad o arfer adfyfyriol a rôl goruchwyllo mewn arfer gorau, gan gynnwys safonau moesegol a gwella perfformiad.

- Gwerthuso perfformiad personol er mwyn nodi meysydd i'w gwella a llunio cynllun datblygu.

Dyraniad Amser Astudio

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

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

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Asesiad ysgrifenedig	3,000 o eiriau neu gyfwerth	40%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio	4,500 o eiriau neu gyfwerth	60%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMPF7061C	
Teitl y Modwl	Hyfforddi a Mentora	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cox, E., Bachkistrova, T., Clutterbuck, D.A., The Complete Handbook of Coaching (2014) (2nd ed) Sage California USA	☒
Hanfodol	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Pellach	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation. London: CIPD.	☒

Pellach	Alfred, G. and Garvey, B. (2010) Mentoring Pocketbook. Alresford: Management Pocketbooks.	☐
Pellach	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☐
Pellach	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☐
Pellach	Cyfnodolion Coaching at Work	☒
	Gwefannau www.coaching-at-work.com	☒

Module Code	BMPF7060
Title	Coaching in the Workplace
Date	10/08/2020
Level	7
Credits	20
Pre-Requisites	

AIM(S)

- To enable the student to develop a deeper understanding of the underpinning theories and issues involved in workplace coaching processes and practice.
- To enable the student to plan and implement a workplace coaching programme and critically evaluate their personal performance

LEARNING OUTCOMES

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

- critically examine a range of coaching theories and models, and select an approach appropriate for the needs and culture of their organisation;
- plan, implement and evaluate the coaching programme
- critically reflect on their own coaching performance in the workplace, including the ethical frame they have used, and address areas for improvement through a personal development plan.

INDICATIVE CONTENT

- An exploration of the similarities and differences between mentoring and coaching, and the roles and responsibilities of coaches and mentors.
- A consideration of the benefits of coaching to both the organisation and the individual, and the significance of organisation needs and culture.
- A review of differing theories, perspectives and approaches, and the different models and methods available.
- An in-depth exploration of the professional skills, dispositions, knowledge and understanding necessary for successful coaching. This will include tools and techniques such as active listening, summarising, analysing, and discussions around emotional intelligence, transactional analysis, value conflicts, culture and ethics.
- An examination of learning theories and learner motivation, and the selection of appropriate coaching styles to meet the needs of diverse learners.
- An examination of methods of monitoring, review and evaluation of student progress, including the need to keep records of coaching activities.

- A consideration of the need for and the importance of reflective practice, coaching supervision, and the role of critical evaluation of personal performance in identifying areas for improvement and construction of a development plan.

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	2400 words	40%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7060	
Module Title	Coaching in the Workplace	
Classification	Reading List entry	Electronic*
Essential	Cox, E., Bachkirova, T., Clutterbuck, D.A., (2014) The Complete Handbook of Coaching (2nd ed) Sage California USA	☒
Essential	Connor, M.P. and Pokora, J.B. (2012) Coaching and Mentoring at Work: Developing Effective Practice. (2nd ed) New York: OUP	☒
Further	Whitmore, J. (2017) Coaching for Performance: The Principles and Practice of Coaching and Leadership (5th ed.) London: Nicholas Brearley Publishing	☒

Further	Whitworth, L. et al. (2007) Co-active Coaching: New skills for coaching people to success in work and life (4 th ed.). London: Davies Black	☐
Further	Parsloe, E. and Leedham, M. (2009) Coaching and Mentoring: Practical Conversations to Improve Learning. London: Kogan Page.	☒
Further	Meggison, D. and Clutterbuck, D. (2009) Further Techniques for Coaching and Mentoring. Oxford: Elsevier Butterworth-Heinemann.	☒
Further	Journals: Coaching at Work	☒
Further	Websites: www.coaching-at-work.com	☒

MODULE CODE: BMPF7001
TITLE: Continuing Professional Development
DATED: 08/02/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

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

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	BMPF7001	
Module Title	Continuing Professional Development	
Classification	Reading List entry	Electronic*
Essential	Harrison, R. (2005) <i>Learning and Development</i> London: CIPD.	☐
Essential	As appropriate to the subject specialism	☐
Further	Boud, D., Docherty, P. and Cressey, P. (eds) (2006) <i>Productive Reflection at Work</i> . London: Routledge.	☒
Further	Boud, D., Solomon, N. (2001) <i>Work-based Learning a new Higher Education?</i> Buckingham	☒
Further	Cottrell, S. (2013) <i>The Study Skills Handbook</i> Basingstoke: Palgrave Macmillan.	☒
Further	Dawson, C. (2014) <i>The mature student's study guide</i> . New York: Constable & Robinson	☒
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> . Cheltenham: Nelson Thornes.	☐
Further	McMillan, K., Weyers, J. (2012) <i>The Study Skills Book</i> . (3 rd ed.) London: Pearson.	☒

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1
(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	75%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	25%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N220

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- A detailed examination of a variety of engagement techniques and tools which are available to promote effective tenant participation and commitment to relevant initiatives, to include awareness of the roles of the Welsh Tenants Federation (WTF) and the Tenant Participation Advisory Service (TPAS) Cymru.
- The building of a detailed understanding of the factors which can foster (or affect) personal resilience.
- A study of Behavioural Economics and the impact of psychological, social, cognitive and emotional factors on the economic decisions of individuals and institutions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N412

AIM(S)

- To provide the student with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environments within the public sector.
- The course will concentrate on financial performance assessment and capital project appraisal/capital rationing as well as budgeting within the Public sector

LEARNING OUTCOMES

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

- Research, apply and evaluate a variety of financial assessment techniques for application to a case study and assess the various issues and theoretical frameworks used in the management and control of financial resources;
- Critically evaluate the processes and mechanisms used in the financial management of public organisations, incorporating a review of the role of the external audit agencies;
- Evaluate the various sources of finance (current and proposed) for revenue and capital programmes of public sector organisations;
- Prepare financial plans and statements, taking into account internal and external financial and political constraints. and evaluate those plans to identify possible alternative courses of action for decision by the policy making body.

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume		Weighting	
Report		4500 words		50%	

Assessment Component 2

(Tick one)

☐	Written exam	☒	Coursework	☐	Practical
Mode of assessment		Volume		Weighting	
Report		4500 words		50%	

Assessment Summary

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

READING LIST

Module Code	BMPF7059	
Module Title	Financial Management for Public Sector	
Classification	Reading List entry	Electronic*
Essential	Coombs H. M and Jenkins. D. E. (2001) Public Sector Financial Management, 3rd Ed., Oxford: Thomson Learning	☐
Essential	Bandy, G (2014) Financial Management and Accounting in the Public Sector Routledge	☐
Essential	Atrill, P. & McLaney, E. (2014), Accounting and Finance for Non-Specialists, 9th Ed.: FT Prentice Hall	☒
Essential	Atrill, P. (2014) Financial Management for Decision Makers, 7th Edition, Ft Prentice Hall	☐
Essential	Collier, Paul M. (2015), Accounting for Managers, 5th Ed., Chichester: Wiley	☐
Further	Arnold, G. (2013) Essentials of Corporate Financial Management. 2nd Edition Pearson	☒
Further	Davies, T. and Crawford, I. (2011) Business Accounting and Finance, FT Prentice Hall	☒
Further	Dyson, R, (2010), Accounting for Non-Accounting Students, 8th Edition, Pearson	☒
Further	McLaney, J. (2014) Business Finance: Theory and Practice, 10th edition FT Prentice Hall	☒
Further	Weetman, P. (2011), Financial and Management Accounting, 5th Edition FT Prentice Hall	☒
Further	Audit Commission. (2010) Code of Audit Practice for Local Government Bodies, Portsmouth: Holbrooks Printers	☐
Further	Bergmann. A. (2008) Public Sector Financial Management, 1st Ed., Financial Times: Prentice Hall	☐
Further	Bovaird.T. and Loffler.E. (2014) Public Management and Governance, 1st Ed., London: Routledge	☐
Further	Doherty. T.L and Horne.T. (2013) Managing Public Services, 1st Ed., London: Routledge	☐
Further	Jones. R. and Pendlebury.M. (2010) Public Sector Accounting, 6th Ed, Financial Times: Prentice Hall	☐
Further	Prowle, M (2010) , Managing and Reforming Modern Public Services, 1st Edition, © Pearson	☐
Further	Yescombe, E R (2010) Public Private partnerships Elsevier Butterworth Heinmann	☐

Module Code	BMPF7059	
Module Title	Financial Management for Public Sector	
Classification	Reading List entry	Electronic*
Further	Yescombe, E R (2014) Principles of Project Finance Academic Press Elsevier	☐
Further	Gatti, S Project Finance in Theory and Practice Academic Press Elsevier	☐
Further	Hawawini, G. and Viallet, C. (2015) Finance for Executives: Managing for Value Creation, South-Western; 5th Edition	☒
Further	Myddleton, D. (2000) Managing Business Finance, London: Prentice Hall	☐
Further	Journals (<i>most of these are in e-journal form</i>) Accounting Accounting and Business Accounting and Business Research Harvard Business Review Financial Management The British Accounting Review International Financial Management and Accounting Accounting and Finance Business Finance and Accounting Full text business journal databases: Business Source Complete ABI/INFORM Complete	☐
Further	Websites Accountancy Age (online) Available from: http://www.accountancyage.com/ ACCA, Association of Chartered Certified Accountants (online) Available from: http://www.accaglobal.com CIMA, Chartered Institute of Management Accountants (online) Available from: http://www.cimaglobal.com CIFPA, Chartered Institute of Public Finance Association http://www.cipfa.org	☐

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

LEVEL: 7
CREDITS: 10

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2*(Tick one)*
☐ Written exam
 ☒ Coursework
 ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	50%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam

 ☒ Coursework

 ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2*(Tick one)*
☐ Written exam

 ☒ Coursework

 ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000 words	50%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Component 2*(Tick one)*
☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	24 minutes	40%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7023	
Module Title	Leadership and Change	
Classification	Reading List entry	Electronic*
Further	<i>Journal of Organizational Behaviour</i> <i>Leadership</i> <i>Management Today</i>	☒
Further	https://www.geert-hofstede.com/ https://www.prosci.com/	☒

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

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	50%

Assessment Summary

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

READING LIST

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

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	30 minutes	50%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7025	
Module Title	Leadership in the Third Sector	
Classification	Reading List entry	Electronic*
Further	Chaskaslon, M. (2011) <i>The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations through MBSR</i> , Chichester: Wiley-Blackwell.	☒
Further	Cottrell, S. (2003) <i>Skills for Success: the personal development planning handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Cottrell, S. (2003) <i>The Study Skills Handbook</i> . Basingstoke: Palgrave Macmillan.	☐
Further	Edwards, G. and Schedlitzki, D. (2014) <i>Studying Leadership</i> . London: Sage	☐
Further	Goleman, D. (2011) <i>Leadership: The Power of Emotional Intelligence</i> . (2 nd ed) Northampton: More than Sound	☐
Further	Lussier, R.N., and Achua, C.F. (2015) <i>Leadership: theory, application and skill development</i> . (6 th ed) Andover: Cengage Learning	☒
Further	Owen, J. (2011) <i>How to Lead</i> . (3 rd ed) London: Pearson Education	☒
Further	Yukl, G.A. (2006) <i>Leadership in Organizations</i> , (8 th ed) Harlow: Pearson	☒
Further	Journals <i>Leadership in Action</i> <i>Leadership Excellence</i> <i>Leadership</i> <i>Journal of Organizational Behaviour</i>	☒
Further	Websites http://www.lfhe.ac.uk/ http://www.johnadair.co.uk/ www.jisc.ac.uk http://www.theworkfoundation.com/	☒

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

LEVEL: 7
CREDITS: 30

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Individual Presentation	24 minutes	40%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5400 words	60%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7024	
Module Title	Leadership, Crisis and Resilience	
Classification	Reading List entry	Electronic*
Further	Adair, J. (rev. ed.2013) <i>Developing your Leadership Skills</i> , London: Kogan Page	☒
Further	Ashurst A. (2010) <i>Developing management potential: how to lead, support and motivate care teams effectively</i> , London: Quay Book.	☐
Further	Burke, R.J. and Cooper, C.L. (2006) <i>Inspiring Leaders</i> , London: Routledge.	☒
Further	Crosby, B.C. and Bryson, J. (2005) <i>Leadership for the Common Good</i> , San Francisco: Jossey Bass.	☐
Further	Drucker, P. (2001) <i>The Essential Drucker</i> , New York: Harper Business.	☐
Further	Gardner, J. (1989) <i>On Leadership</i> , New York: Free Press.	☐
Further	Huczynski A. & Buchanan D. (2007) <i>Organisational Behaviour</i> , Harlow: Prentice Hall.	☐
Further	Maak, T. and Pless, N.M. (2006) <i>Responsible Leadership</i> , London: Routledge.	☒
Further	Mullins L.J. (2010 9 th ed.) <i>Management and Organisational Behaviour</i> , London: Pitman.	☒
Further	Northouse P. G. (2010) <i>Leadership theory and practice</i> , California: Sage.	☐
Further	Rayner, C. (2009) <i>Managing and leading people</i> , London: Chartered Institute of Personnel and Development.	☐
Further	Further reading will be recommended in relation to the specific area to be studied.	☐
Further	<i>The Journal of Human Resources</i> <i>Journal of Organizational Behaviour</i>	☒
Further	http://www.johnadair.co.uk/ www.jisc.ac.uk	☒

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

LEVEL: 7
CREDITS: 20

JACS CODE: N500

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

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

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	30%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7058	
Module Title	Leading Service Improvement Project	
Classification	Reading List entry	Electronic*
	<i>Health Care Management Review</i> <i>Healthcare Management Science</i> <i>Health Service Journal</i> <i>Human Resource Management Review</i> <i>Journal of Healthcare Leadership</i> <i>Journal of Health Organization and Management</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i> <i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	
Further	Websites 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygyymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/ Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/	☒

Module Code	BMPF7058	
Module Title	Leading Service Improvement Project	
Classification	Reading List entry	Electronic*
	Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/ Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	

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

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

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

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

JACS CODE: **N213**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

Module Code	BMPF7018	
Module Title	Managing Work-based Projects	
Classification	Reading List entry	Electronic*
Essential	Project Management Institute (2017) <i>A guide to the Project Management Body of Knowledge: (PMBOK guide)</i> . (6th ed) Newtown Square, PA: Project Management Institute.	☒
Essential	Watson, M. (2002) <i>Managing smaller projects: A practical guide</i> . (2nd ed) Hook: Project Manager Today.	☐
Essential	Webster, G. (2017) <i>Managing projects at work</i> . New York: Routledge.	☐
Further	Bentley, C. (2010) <i>PRINCE2 a practical handbook</i> . (3rd ed) Amsterdam: Elsevier/Butterworth-Heinemann.	☒
Further	Chin, G., and Books24x7, Inc. (2004) <i>Agile project management how to succeed in the face of</i>	☒

Module Code	BMPF7018	
Module Title	Managing Work-based Projects	
Classification	Reading List entry	Electronic*
	<i>changing project requirements</i> . New York: AMACOM.	
Further	Keller, P. (2011) <i>Six sigma demystified</i> . (2nd ed) Maidenhead: McGraw-Hill Professional.	☒
Further	Reiss, G. (2007) <i>Project management demystified</i> . (3rd ed) London: Taylor and Francis.	☒
Further	Journals International Journal of Project Management Journal of Project, Program, and Portfolio Management Organisational Project Management	☐
Further	Websites https://apmg-international.com/ https://www.apm.org.uk/ https://www.pmi.org/ https://www.pmtoday.co.uk/ https://www.projectsmart.co.uk/	☐

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	3 elements	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	3000 words	50%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 5

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: N220

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Component 3

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	3600 words	40%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

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

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	BMPF7000	
Module Title	Recognition and Accreditation of Learning	
Classification	Reading List entry	Electronic*
Essential	RAL Handbook	☒
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge.	☐
Further	Per-Erik Ellsrom (Chapter 4: <i>The meaning and role of reflection in informal learning at work</i>). In: Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i>	
Further	Kolb, D. A. (1984) <i>Experiential Learning</i> London: Prentice Hall.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning:</i>	☐

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: L231

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Learners will be experienced practitioners. The module will require them to critically examine their leadership in the light of learning and personal analysis and to create a personal leadership development plan. Learners will be required to plan, implement and evaluate leadership strategies across a range of work-related issues and environments. They will demonstrate how their actions have contributed to organisational success and achievement of personal and service goals.
- analyse and assess personal leadership style with reference to a range of diagnostics considering personality, team contribution and application of leadership knowledge, skills and behaviours;
- participate in discussions which will include the consideration and application of a range of leadership theories, models and frameworks in complex and fluid environments;
- reflect on the importance of constructive feedback and how receiving and using positive challenges can improve personal effectiveness;
- explore the impact of the political and strategic context of health care with reference to the Health Policies and best practice models of Wales and the Home Countries. The application of quality improvement principles and methodologies to include human factors and quality and safety frameworks will be analysed and evaluated in relation to their success;
- the value of effective team working, barriers to engagement, use of language and communication, challenging attitudes, behaviours and cultural norms,

cross boundary collaboration and the effect of technological advancements on health care will be explored;

- current national reports will be discussed in relation to the implications for future service delivery models e.g. Francis, Keogh and Berwick.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

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

READING LIST

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

Module Code	BMPF7057	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
Further	Journals <i>British Journal of Healthcare Management</i> <i>British Journal of Leadership in Public Services</i> <i>British Medical Journal</i> <i>Health Care Management Review</i> <i>Healthcare Management Science</i> <i>Health Service Journal</i> <i>Human Resource Management Review</i> <i>Journal of Healthcare Leadership</i> <i>Journal of Health Organization and Management</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i> <i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	☐
Further	Websites 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygyymraeg.org/Pages/Croeso.aspx Healthcare Leadership Model http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/ The Health Foundation http://www.health.org.uk/ Improving Quality Together http://www.iqt.wales.nhs.uk/home The Information Portal for the Public Service http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal The Journal of Finance and Management in Public Services http://www.cipfa.org.uk/thejournal/past_issues.cfm The King's Fund – publications http://www.kingsfund.org.uk/publications Management Theory http://www.learnmanagement2.com/ NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206 Office of Public Sector Information http://www.opsi.gov.uk/ Public Sector Forums http://www.publicsectorforums.co.uk/	☒

Module Code	BMPF7057	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
	Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/ Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/ Together for Health, Welsh Government http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf UNISON, The Public Service Trade Union http://www.unison.org.uk/ Wales Public Service Information http://www.direct.gov.uk/en/index.htm Welsh Government – Health and Social Services http://wales.gov.uk/topics/health/?lang=en	

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

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

MODULE CODE: BMPF7004
TITLE: Research in Workplaces
DATED: 26/04/2018

LEVEL: 7
CREDITS: 10

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT**Assessment Component 1**

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	100%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7004	
Module Title	Research in Workplaces	
Classification	Reading List entry	Electronic*
	ge/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authRejection=true	

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

LEVEL: 7
CREDITS: 15

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	4500 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	4200 words	70%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	30%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 30

JACS CODE: M200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	5400 words	60%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	24 minutes	40%

Assessment Summary

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

READING LIST

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

Module Code	BMPF7028	
Module Title	Understanding Housing Law	
Classification	Reading List entry	Electronic*
	http://hact.org.uk/sites/default/files/uploads/Archives/2014/9/Tenancy%20Management%20report%20FINAL.pdf	
Further	Garner, S., 2017, <i>A Practical Approach to Landlord and Tenant</i> . 8th Edition. Oxford: OUP.	☐
Further	CIH 2016. <i>Housing in Wales Factsheet – The renting Homes [Wales] Act 2016</i> . [pdf] Cardiff, CIH. Available at http://www.cih.org/resources/PDF/Wales%20Policy/Renting%20Homes%20factsheet%20-%20English%20Final.pdf	☒
Further	Welsh Government, 2017, <i>Renting Homes [Wales] Act 2016</i> . Cardiff, Welsh Government. Available at http://gov.wales/topics/housing-and-regeneration/legislation/rentingbill/?lang=en	☒
Further	Welsh Government, 2016, <i>Renting Homes [Wales] Act 2016</i> . [pdf] Cardiff, Welsh Government. Available at http://www.cih.org/resources/PDF/Wales%20Events/tai2016/Simon%20White.pdf	☒
Further	Welsh Government, 2016, <i>Renting Homes [Wales] Act 2016 – Guidance relating to Supported Accommodation</i> . [pdf] Cardiff, Welsh Government. Available at https://consultations.gov.wales/sites/default/files/consultation_doc_files/170206-guidance-relating-to-supported-accommodation-en.pdf http://www.rla.wales/policies-news/category/policies/renting-homes-act/	☒
Further	Welsh Government, 2015, <i>Code of Practice for Landlords and Agents licensed under Part 1 of the Housing [Wales] Act 2014</i> . [pdf] Cardiff, Welsh Government. Available at http://www.assembly.wales/laid%20documents/sub-ld10378/sub-ld10378-e.pdf	☒

Module Code	BMPF7046
Title	Wellbeing of Future Generations Act
Date	02/11/2020
Level	7
Credits	20
Pre-Requisites	

AIM(S)

- To enable the student to independently study the current knowledge regarding the Well-being of Future Generations (Wales) Act (the Act) and its particular relevance to their workplace practice and their own developmental needs.

LEARNING OUTCOMES

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

- create and implement a study based on the Act, resulting in a plan for its full or partial implementation in their workplace ;
- critically evaluate the actual or potential impact of applying their learning regarding the Act and the five ways of working, on improving their practice and performance. It's contribution to the achievement of organisational well-being objectives and the national well-being goals;
- research, analyse and critically evaluate a range of theories and methodologies necessary for implementing relevant aspects of the Act, in their workplace;

INDICATIVE CONTENT

- Establishing a rationale for studying the Act, its relevance to the workplace and the learner's developmental needs.
- Identifying expected learning outcomes from this study, assessment criteria and assessment methodologies to establish if these have been met.
- Planning and implementing a study programme, including timescales and resources needed.
- Learning support.
- Research methods, analytical skills and critical evaluation.
- Ethical considerations.
- The application of learning.
- Critical reflection.
- Change management and change theory, including the '5 ways of working' outlined in the Act

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	4 elements	50%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMPF7046	
Module Title	Wellbeing of Future Generations Act	
Classification	Reading List entry	Electronic*
Essential	Heyler, R. (2015) <i>The work-based learning student handbook</i> , 2 nd ed. Basingstoke: Palgrave Macmillan	☒
Essential	Cottrell, S. (2017) <i>Critical thinking skills – effective analysis, argument and reflection</i> (Palgrave study skills) Basingstoke: Palgrave Macmillan	☒
Essential	Smith, R. (2015) <i>The Effective Change Manager's Handbook</i> . London: Kogan Page	☒
Further	Bolton, G.E.J. (2014) <i>Reflective practice - writing and professional development</i> . London: Sage	☒
Further	Burns, T. and Sinfield, S. (2016) <i>Essential study skills – the complete guide to success at university</i> 4 th ed. London, Sage	☒
Further	Brink-Budgen, R. van den (2010) <i>Critical thinking for students – learn the skills of analysing, evaluating and producing arguments</i> . London: Robinson	☒
Further	Gray, D.; Cundell, S.; Hay, D.; O'Neill, J. (2004) <i>Learning through the workplace – a guide to work-based learning</i> . Cheltenham; Nelson Thornes	☐

Module Code	BMPF7046	
Module Title	Wellbeing of Future Generations Act	
Classification	Reading List entry	Electronic*
Further	Ross, L. (2020) Change Management: <i>The Essentials - the modern playbook for new and experienced practitioners</i> . Australia; Green Hill	☒

On-line resources:

<https://futuregenerations.wales/wp-content/uploads/2017/01/WFGAct-English.pdf>

<https://futuregenerations.wales/wp-content/uploads/2017/02/150623-guide-to-the-fg-act-en.pdf>

<https://gov.wales/well-being-future-generations-wales-act-2015-guidance>

<https://gov.wales/sites/default/files/publications/2019-06/easy-read-a-guide-to-the-wellbeing-of-future-generations-act.pdf>

<https://www.assembly.wales/research%20documents/18-033/18-033-web-english.pdf>

Additional specific resources:

<https://www.audit.wales/publication/findings-auditor-generals-sustainable-development-principle-examinations>

Guidance on how the Act can be applied on a practical level, the Future Generations Commissioner's Journeys to the national goals:

<https://futuregenerations.wales/the-art-of-the-possible/>

Guidance on the development of a study to be partially or fully implemented in the workplace, the Future Generations Commissioner's Frameworks to ensure all elements of the Act are taken into account:

- **https://futuregenerations.wales/resources_posts/future-generations-framework-for-scrutiny/**
- **https://futuregenerations.wales/resources_posts/future-generations-framework-for-service-design/**
- **https://futuregenerations.wales/resources_posts/future-generations-framework/**

Identifying where the biggest change is needed when selecting a topic for one's study, the Future Generations Report 2020:

https://futuregenerations.wales/resources_posts/the-future-generations-report-2020/

Gaining an understanding of where Wales is and where change is needed, the Well-being of Wales reports: **<https://gov.wales/well-being-wales>**

MODULE CODE: BMPF7007
TITLE: Work-based Learning Project (Minor)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2*(Tick one)*
☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	20%

Assessment Summary

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

READING LIST

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

MODULE CODE: BMPF7008
TITLE: Work-based Learning Project (Intermediate)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 30

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2*(Tick one)*
☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	20%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 40

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1*(Tick one)*
☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2*(Tick one)*
☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	16 minutes	20%

Assessment Summary

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

READING LIST

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

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

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project proposal and report	10,000 words or equivalent	80%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

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

MODULE CODE: BMPF7010
TITLE: Work-based Learning Project (Extended)
DATED: 26/04/2018

LEVEL: 7
CREDITS: 60

JACS CODE: N215

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	24 minutes	20%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	3000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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Further	Gill, J and Phil Johnson, (2012 4 th ed) <i>Research Methods for Managers</i> , London: Sage.	☒
Further	Reason, P. and Bradbury, H. (2001) <i>Handbook of Action Research: Participative Inquiry and Practice</i> , London: Sage.	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2009) <i>Research Methods for Business Students</i> , (5 th Edition) London: Pearson Education Ltd.	☒
Further	Websites OpenLearn (2008) <i>LDT 3: Working with charts, graphs and tables</i> from http://openlearn.open.ac.uk/course/view.php?id=2880 . OpenLearn (2008) <i>T175 Presenting Information</i> from http://openlearn.open.ac.uk/course/view.php?id=1232 . Palgrave' s Study Skills: http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies Sage Research Methods: http://srmo.sagepub.com/publicstart?authReject ion=true	☐