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

MODULE DIRECTORY

NEW STUDENTS ENROLLING IN 2022/23

- **BA (Hons) Developing Leadership and Management**

- **Diploma of Higher Education Developing Leadership and Management**

- **Certificate of Higher Education Employability Skills**

RETURNING LEVEL 6 STUDENTS IN 2022/23

- **BA (Hons) Leadership and Management Skills for the Workplace**

LEVEL 4 – 6

ACADEMIC DISCIPLINE: Business

INSTITUTE OF MANAGEMENT AND HEALTH

2022-2023

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INTRODUCTION

This Module Directory includes all the modules for Level 4-6 within the BA Developing Leadership and Management programme within the Institute of Management and Health in the academic year 2022-2023.

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 FOR NEW STUDENTS ENROLLING IN 2022/23

Module Code	**BMSW4007**
Title	**Contemporary Challenges: Making a Difference**
Date	**25/06/2020**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop student's awareness and appreciation of contemporary challenges relevant to the discipline facing individuals, organisations, communities and society, from a local, national and global perspective.
- To develop creative problem-solvers through the application of knowledge to real-world problems.

LEARNING OUTCOMES

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

- Identify and evaluate historical and contemporary issues and their impact on today's global society.
- Apply appropriate collaborative working practices to manage conflict and support effective decision making.
- Implement Design Thinking techniques to investigate problems in order to generate and evaluate solutions.

INDICATIVE CONTENT

- Visions of the Future including digital transformation 4.0.
- How history, legislation and policy shape the world we live.
- Contemporary global issues, e.g. responsible stewardship, diversity, inclusion, ethics, culture and intercultural awareness.
- 'Wicked problems': the challenge of difficult or impossible problems where the affecting variables are not known or quantifiable.
- Design Thinking to investigate, define, propose and evaluate problem solutions.
- Recognising and overcoming cognitive bias.
- Decision making frameworks and techniques.
- Recognising individual differences and the role of emotional intelligence in the management of conflict.
- The role of diplomacy, persuasion and negotiation in effective collaboration.
- The significance of interdisciplinary thinking in finding effective solutions to problems.
- The role of ethics in identifying solutions.
- Collective decision-making.
- The power of raising awareness

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
E-Portfolio	Equivalent to 2000 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Group Presentation with supporting material	Each individual in the group to contribute 2 minutes to the presentation and each individual to contribute 1000 words to the supporting materials (max 6 in a group)	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	**BMSW4007**	
Module Title	**Contemporary Challenges: Making a Difference**	
Classification	**Reading List entry**	**Electronic***
Essential	Siebel, T.M. (2019) *Digital transformation: survive and thrive in an era of mass extinction*. New York: RosettaBooks.	☐
Essential	Stickdorn, M. & Schneider, J. (2011) *This is service design thinking: basics, tools, cases.* The Netherlands: BIS Publishers	☐
Essential	Echavarria, M., 2015. *Enabling Collaboration*. New York: LID Editorial.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Fisher, R., Ury, W.L. and Patton, B. (2011) *Getting to yes: Negotiating agreement without giving in.* 3rd edn. New York: Penguin.	☐
Further	Harari, Y. N. (2018) *21 Lessons for the 21st Century.* London: Jonathan Cape	☐

Cod y Modwl	**BMSW4007C**
Teitl	**Heriau Cyfoes: Gwneud Gwahaniaeth**
Dyddiad	**25/06/2020**
Lefel	**4**
Credydau	**20**
Rhagofynion	**Dim**

AMCAN(ION)

- Datblygu ymwybyddiaeth a gwerthfawrogiad myfyrwyr o heriau cyfoes perthnasol i'r ddisgyblaeth sy'n wynebu unigolion, sefydliadau, cymunedau a'r gymdeithas, o bersbectif lleol, cenedlaethol a byd-eang.
- Datblygu datryswyr problemau creadigol trwy gymhwyso gwybodaeth i broblemau byd go iawn.

DEILLIANNAU DYSGU

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

- Adnabod a gwerthuso materion hanesyddol a chyfoes a'u heffaith ar y gymdeithas fyd-eang heddiw.
- Cymhwyso arferion gweithio cydweithredol priodol i reoli gwrthdaro a chefnogi gwneud penderfyniadau effeithiol.
- Gweithredu technegau Meddylfryd Dylunio i ymchwilio i broblemau er mwyn creu a gwerthuso datrysiadau.

CYNNWYS DANGOSOL

- Gweledigaethau o'r Dyfodol yn cynnwys trawsffurfio digidol 4.0.
- Sut mae hanes, deddfwriaeth a pholisi'n rhoi ffurf i'r byd yr ydym yn byw ynddo.
- Materion byd-eang cyfoes, e.e. stiwardiaeth gyfrifol, amrywiaeth, cynhwysiant, moeseg, diwylliant ac ymwybyddiaeth ryngddiwylliannol.
- 'Problemau dyrys': her problemau anodd neu amhosibl lle nad yw'r newidynnau sy'n cael effaith yn hysbys nac yn fesuradwy.
- Meddylfryd Dylunio i ymchwilio, diffinio, cynnig a gwerthuso datrysiadau i broblemau.
- Adnabod a goresgyn rhagfarn wybyddol.
- Fframweithiau a thechnegau gwneud penderfyniadau.
- Adnabod gwahaniaethau unigol a rôl deallusrwydd emosiynol wrth reoli gwrthdaro.
- Rôl diplomyddiaeth, perswadio a chyd-drafod mewn cydweithio effeithiol.
- Arwyddocâd meddwl rhyngddisgyblaethol wrth ddod o hyd i ddatrysiadau effeithiol i broblemau.
- Rôl moeseg wrth adnabod datrysiadau.
- Gwneud penderfyniadau ar y cyd.
- Pŵer codi ymwybyddiaeth.

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	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyfwerth â 2000 o eiriau	50%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Cyflwyniad Grŵp gyda deunyddiau ategol	Pob unigolyn yn y grŵp i gyfrannu 2 funud i'r cyflwyniad a phob unigolyn i gyfrannu 1000 o eiriau i'r deunyddiau ategol (uchafswm o 6 mewn grŵp)	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	**BMSW4007C**	
Teitl y Modwl	**Heriau Cyfoes: Gwneud Gwahaniaeth**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Siebel, T.M. (2019) *Digital transformation: survive and thrive in an era of mass extinction*. New York: RosettaBooks.	☐
Hanfodol	Stickdorn, M. & Schneider, J. (2011) *This is service design thinking: basics, tools, cases.* The Netherlands: BIS Publishers	☐
Hanfodol	Echavarria, M., 2015. *Enabling Collaboration*. New York: LID Editorial.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Fisher, R., Ury, W.L. and Patton, B. (2011) *Getting to yes: Negotiating agreement without giving in.* 3rd edn. New York: Penguin.	☐
Pellach	Harari, Y. N. (2018) *21 Lessons for the 21st Century.* London: Jonathan Cape	☐

Module Code	**BMSW4008**
Title	**Digital Skills for Personal Development and Business Growth**
Date	**08/12/2021**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop competency engaging with digital platforms for personal and business growth

LEARNING OUTCOMES

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

- Evaluate the appropriate use of contemporary technologies to improve workplace efficiency and employability;
- Demonstrate an understanding of using digital technology to enhance a personal brand capability
- Develop digital competency for task and project management;
- Develop competence in workplace data-handling and analysis

INDICATIVE CONTENT

- Modern workplace communications systems, including email and social networking;
- Professional platforms for project planning
- Web-based and mobile applications within the workplace;
- Legal, ethical and security issues, including the ethical implications of gathering information within the context of data protection;
- Converting raw data into valuable insights for decision-making
- Sources of information to solve workplace problems;
- Numeracy, knowledge and reasoning as an integral part of most employment areas, including an appreciation of the use of basic statistics in the interpretation and analysis of data;
- Basic numerical data-handling through the use of Microsoft Excel

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

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

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW4008**	
Module Title	**Digital Skills for Personal Development and Business Growth**	
Classification	**Reading List entry**	**Electronic***
Essential	*Digital Literacy Unpacked*, edited by Katharine Reedy, and Jo Parker, Facet Publishing, 2017. *ProQuest Ebook Central*, https://ebookcentral.proquest.com/lib/trinity/detail.action?docID=5490897.	☒
Essential	Dadwal, S. S. (Ed.). (2020). *Handbook of Research on Innovations in Technology and Marketing for the Connected Consumer*. IGI Global. http://doi:10.4018/978-1-7998-0131-3	☒
Essential	Byrd, L. S. (Ed.). (2021). *Cultivating Entrepreneurial Changemakers Through Digital Media Education*. IGI Global. http://doi:10.4018/978-1-7998-5808-9	☒
Essential	Sandhu, K. (Ed.). (2020). *Digital Transformation and Innovative Services for Business and Learning*. IGI Global. http://doi:10.4018/978-1-7998-5175-2	☒
Essential	Pinto, F. M., & Guarda, T. (Eds.). (2020). *Digital Marketing Strategies and Models for Competitive Business*. IGI Global. http://doi:10.4018/978-1-7998-2963-8	☒
Essential	Soltanifar, M., Hughes, M., Gocke, L., (2021), Digital Entrepreneurship, Springer group. http:// 10.1007/978-3-030-53914-6	☒
Essential	Burgess, J., Marwick, A. and Poell, T.2018. *The SAGE Handbook of Social Media*. 55 City Road, London: SAGE Publications Ltd. Available at: <http://www.doi.org.ezproxy.uwtsd.ac.uk/10.4135/9781473984066> [Accessed 20 Jul 2021].	☒
Further	Hooley, T., Marriott, J., & Wellens, J. (2012). *What is Online Research?: Using the Internet for Social Science Research* (The 'What is?' Research Methods Series).	☒

Module Code	BMSW4008	
Module Title	**Digital Skills for Personal Development and Business Growth**	
Classification	**Reading List entry**	**Electronic***
	London: Bloomsbury Academic. Retrieved July 20, 2021, from http://dx.doi.org/10.5040/9781849665544	
Further	(2003-09-25). Paulus, P., & Nijstad, B. (Eds.), Group Creativity: Innovation through Collaboration. : Oxford University Press. Retrieved 20 Jul. 2021, from https://oxford-universitypressscholarship-com.ezproxy.uwtsd.ac.uk/view/10.1093/acprof:oso/9780195147308.001.0001/acprof-9780195147308.	☒
Further	Bencsik, A. (Ed.). (2017). *Knowledge Management Initiatives and Strategies in Small and Medium Enterprises*. IGI Global. http://doi:10.4018/978-1-5225-1642-2	☒

Module Code	**BMSW4009**
Title	**Effective Teamworking and Communication**
Date	**08/12/2021**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To introduce students to strategies for effective team working.
- To develop students' awareness of the range of communication skills integral to success within the workplace.

LEARNING OUTCOMES

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

- apply the main theories relating to group dynamics, team working and communication to their own workplace examples;
- analyse and apply team working theories and models

INDICATIVE CONTENT

Through task-based study, students will explore:

- working collaboratively: shared ownership, responsibility and issues related to confidentiality;
- negotiating and developing ideas;
- group dynamics theories;
- theories of team structures, such as Belbin and Tuckman;
- group strategies: shared objectives, group agreements, meaningful schedules and effective delegation.
- role of leadership and management
- inter-personal communication including: body language, active listening, personal presentation and context awareness;
- written communication: formats and structures;
- strategies for improving clarity of expression, grammar, syntax and punctuation;
- presentation formats and structures;
- communication with an audience using visual and electronic resources

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0 %
TOTAL	**200**	**100%**

ASSESSMENT
(Tick one)

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

Mode of assessment	Volume	Weighting
Group presentation supported by individual written report	group presentation (5 minute individual contribution) supported by an individual 1500 word report	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW4009**	
Module Title	**Effective Teamworking and Communication**	
Classification	**Reading List entry**	**Electronic***
Essential	Mullins, L.J. & Christy, G., (2016). Management & organisational behaviour Eleventh.(11th Edition). Harlow:Pearson	☒
Essential	Belbin, R. M., (2010) Team roles at work, (2nd edition). London: Routledge	☒
Essential	Tuckman, B.W. and Harper, B.E. (2012) Conducting educational research. 6th edn. United States: Rowman & Littlefield Publishers.	☒
Essential	Stadler, S., (2019). Conflict, Culture and Communication, Milton: Routledge.	☒
Further	Adair, J.E., (2015). Effective teambuilding : how to make a winning team (revised.edition). London : Pan Books	☐
Further	Quintanilla, K.M. & Wahl, S.T., (2020). Business and professional communication: KEYS for workplace excellence (4th edition). Los Angeles : SAGE ©2020	☐
Further	Tannenbaum, S.I. & Salas, E., (2021). Teams that work :the seven drivers of team effectiveness, New York: Oxford University Press	☒
Further	Belbin, R. M & Belbin, R. Meredith, 2010. Management teams why they succeed or fail 3rd ed., Amsterdam ; Oxford: Butterworth-Heinemann.	☒
Further	Duck, S. & McMahan, D.T., 2021. Communication in everyday life : a survey of communication (4th Edition), Los Angeles : SAGE	☐

Module Code	**BMSW4010**
Title	**Learning in the Digital Era**
Date	**25/06/2020**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop student's skills for independent study and life-long learning, which will form the foundations for successful completion of their degree programme and support future employment opportunities.

LEARNING OUTCOMES

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

- Demonstrate the foundational skills required to be a resilient and healthy independent learner.
- Practise the principles of learning agility
- Use suitable technology to support and enhance their learning experience within the discipline area

INDICATIVE CONTENT

- Time management, reading, writing, referencing and plagiarism, searching for and evaluating sources of information, working online.
- Critical thinking: issues concerning knowledge, belief, and doubt.
- Critical writing: synthesis, paraphrasing and creating an informed argument, avoiding plagiarism.
- Reflection and self-reflection.
- Identity and sense of place; including values, culture and intercultural awareness, heritage, diversity and inclusion and, multilingualism.
- Skills for a range of assessment modes, including blogs, vlogs, video, presentations, performances, posters, exams and written coursework.
- Skills and attitudes which underpin resilience, health, wellbeing and learning agility; the role of spirit, mind, emotions and body.
- Physical literacy: Consideration of the role of physical activity to the support of physical, mental health, well-being and resilience.
- Digital literacy: using appropriate technology; staying safe online, cyber security, digital identity.
- Team working.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
E-portfolio	Equivalent to 2,000 words	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Video and Supporting Materials	Individual 3 minute video which incorporates supporting materials	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	**BMSW4010**	
Module Title	**Learning in the Digital Era**	
Classification	**Reading List entry**	**Electronic***
Essential	Cottrell, S (2019) *The Study Skills Handbook.* 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) *Cite Them Right: the essential referencing guide.* 11th edn. London: Macmillan International Higher Education.	☒
Essential	Library Info Skills Sessions	☒
Further	Hopkins, D. and Reid, T., 2018. *The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University*. London: Sage	☐
Further	Osmond, A., 2016. *Academic Writing and Grammar for Students* 2nd edn. London: SAGE.	☐

Cod y Modwl	**BMSW4010C**
Teitl	**Dysgu yn yr Oes Ddigidol**
Dyddiad	**25/06/2020**
Lefel	**4**
Credydau	**20**
Rhagofynion	**Dim**

AMCAN(ION)

- Datblygu sgiliau'r myfyrwyr ar gyfer astudio annibynnol a dysgu gydol oes, a fydd yn ffurfio'r sylfeini ar gyfer cwblhau eu rhaglen radd yn llwyddiannus a chefnogi cyfleoedd cyflogaeth yn y dyfodol.

DEILLIANNAU DYSGU

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

- Arddangos y sgiliau sylfaenol sydd eu hangen i fod yn ddysgwr annibynnol cydnerth ac iach.
- Ymarfer egwyddorion ystwythder dysgu
- Defnyddio technoleg addas i gefnogi a gwella eu profiad dysgu yn y maes disgyblaeth

CYNNWYS DANGOSOL

- Rheoli amser, darllen, ysgrifennu, cyfeirnodi a llên-ladrad, chwilio am ffynonellau gwybodaeth a'u gwerthuso, gweithio ar-lein.
- Meddwl yn feirniadol: materion yn ymwneud â gwybodaeth, cred, ac amheuaeth.
- Ysgrifennu beirniadol: synthesis, aralleirio a chreu dadl wybodus, gan osgoi llên-ladrad.
- Myfyrio a hunanfyfyrio.
- Hunaniaeth ac ymdeimlad o le; yn cynnwys gwerthoedd, diwylliant ac ymwybyddiaeth ryngddiwylliannol, treftadaeth, amrywiaeth a chynhwysiant, ac amlieithrwydd.
- Sgiliau ar gyfer amrywiaeth o ddulliau asesu, yn cynnwys blogiau, flogiau, fideo, cyflwyniadau, perfformiadau, posteri, arholiadau a gwaith cwrs ysgrifenedig.
- Sgiliau ac agweddau sy'n sail i gydnerthedd, iechyd, llesiant ac ystwythder dysgu; rôl ysbryd, meddwl, emosiynau a'r corff.
- Llythrennedd corfforol: Ystyriaethau ynghylch rôl gweithgarwch corfforol i gefnogi iechyd corfforol, meddyliol, llesiant a chydnerthnedd.
- Llythrennedd digidol: defnyddio technoleg briodol; aros yn ddiogel ar-lein, seiberddiogelwch, hunaniaeth ddigidol.
- Gweithio mewn tîm.

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	48	24%
Dysgu'n annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
E-bortffolio	Cyfwerth â 2000 o eiriau	50%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☐ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Fideo a Deunyddiau Ategol	Fideo unigol 3 munud sy'n ymgorffori deunyddiau ategol	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith cwrs	50%
Ymarferol	50%
CYFANSWM	**100%**

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	**BMSW4010C**	
Teitl y Modwl	**Dysgu yn yr Oes Ddigidol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Cottrell, S (2019) *The Study Skills Handbook.* 5th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Pears, R. and Shields, G.J. (2019) *Cite Them Right: the essential referencing guide.* 11th edn. London: Macmillan International Higher Education.	☒
Hanfodol	Sesiynau Sgiliau Gwybodaeth y Llyfrgell	☒
Pellach	Hopkins, D. and Reid, T., 2018. *The Academic Skills Handbook: Your Guide to Success in Writing, Thinking and Communicating at University*. London: Sage	☐
Pellach	Osmond, A., 2016. *Academic Writing and Grammar for Students* 2nd edn. London: SAGE.	☐

Module Code	**BMSW4011**
Title	**Managing Enterprise**
Date	**08/12/2021**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop an awareness of enterprise, including self-employment and the skills required to set up a successful business.

LEARNING OUTCOMES

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

- Develop a business idea and prepare and present an appropriate business plan
- Demonstrate a range of business skills and knowledge
- Evaluate own strengths and challenges when implementing the business plan

INDICATIVE CONTENT

- Entrepreneurship and self-employment.
- Working practices and individual skill set to set up a viable business.
- Key elements of a business plan e.g. ownership and control, marketing, finance, human and physical resources
- Use of online marketing
- External speakers with expertise in setting up companies or establishing themselves as self-employed practitioners will be invited to contribute to the delivery of this module.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component
(Tick one)

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

Mode of assessment	Volume	Weighting
Individual presentation of a written business plan with individual reflection	Individual presentation (10 minutes per individual) and 1000 word plan per individual and 500 words individual reflection	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW4011**	
Module Title	**Managing Enterprise**	
Classification	**Reading List entry**	**Electronic***
Essential	Business Wales.(2021), Business Advice in Wales, [online] available at: http://businesswales.gov.wales/	☒
Further	ACAS.(2021), Help and advice for employers and employees, [online] available at: http://www.acas.org	☒
Further	Blythe, J. (2019). Essentials of marketing communications. 7th edn. Harlow: Financial Times/ Prentice Hall.	☐
Further	Careers Wales. (2021), Careers advice in Wales, [online] available at: http://www.careerswales.com	☒
Further	Morgan, P. (2016). The Business Student's Guide to Study and Employability. Sage Publications	☐
Further	ILM. (2021), Institute for Leadership and Management, [online] available at: https://www.i-l-m.com/	☒
Further	Johnson, G., Scholes, K., Johnson, P.G. and Scholes, P.K. (2018) Exploring corporate strategy: Text and cases. 6th edn. Harlow, England: Financial Times Prentice Hall.	☐
Further	Kotler, P., Armstrong, G., Harris, Lloyd C, He Hongwei (2019) Principles of marketing Harlow, U,K, Pearson Education	☐
Further	Zimmerer, T.W. & Scarborough, N.M. (2017) Essentials of Entrepreneurship 6th edition Prentice Hall New Jersey	☐

Module Code	**BMSW4012**
Title	**Professional Career Development**
Date	**08/12/2021**
Level	**4**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To introduce the student to strategies for personal reflection and career development planning

LEARNING OUTCOMES

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

- Demonstrate the employability skills and knowledge needed for professional development;
- Demonstrate readiness for employability and personal advancement through an understanding of personal strengths and areas for further development;
- Establish employment goals and develop a personal action plan.
- Critically evaluate recruitment and selection process

INDICATIVE CONTENT

- Concepts of self-awareness and the various approaches to self-assessment and learning.
- The application of background questionnaires and identify personal learning preferences.
- An analysis of personal strengths, weaknesses and tools to support professional development planning.
- Ideas relating to the concept of personal confidence, studying and thinking independently.
- Strategies for exploring employment options acquiring, selecting and collating information from a range of sources.
- An introduction to strategies for career advancement: staff recruitment, job evaluation, person specifications, job specifications, interviewing, induction, mentoring, appraisal and retention issues.
- Development of students' confidence and readiness for employability such as responsibility and accountability; interpersonal relationships; effective means for communication; reliability.
- Reference to relevant procedures and employment legislation.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
A practical professional development exercise (such as role-playing interviewee and interviewer for a role linked to their personal goals) supported by a reflective written account	10 minutes per student for the practical exercise supported by 1500 words individual reflection or equivalent	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW4012**	
Module Title	**Professional Career Development**	
Classification	**Reading List entry**	**Electronic***
Essential	Mullins, L.J. & Christy, G., (2016). Management & organisational behaviour (11th edition). Harlow: Pearson	☒
Essential	Cottrell, S. (2015) Skills for Success: The Personal Development Planning Handbook (3rd edition). Hampshire: Palgrave MacMillan.	☒
Essential	Bedford, D. & Wilson, E., (2020). Study skills for foundation degrees (3rd edition). London: Routledge.	☒
Essential	Burroughs, C., (2018). The Return to Study Handbook: Study Skills for Mature, Distance, and Workplace Learners. London: KoganPage.	☒
Further	Cameron, S., (2016). The business student's handbook: skills for study and employment (6th edition). Harlow: Pearson	☐
Further	Gallagher, K., (2016). Essential study and employment skills for business and management students (3rd edition). Oxford : Oxford University Press	☐
Further	National Careers Service (2021) Preparing for an interview. [online] Available at: https://nationalcareers.service.gov.uk/careers-advice/interview-advice	☒
Further	Dawson, C., (2014). The Mature Student's Study Guide Essential Skills for Those Returning to Education or Distance Learning, New York: Constable & Robinson.	☒
Further	Prospects. (2021) Career advice [online] Available at https://www.prospects.ac.uk/careers-advice/getting-a-job/how-to-choose-a-career	☒

Module Code	BMSW5007
Title	Building a Sustainable Marketing Relationship
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To critically demonstrate the importance of the relationship between organisations and the customer.

LEARNING OUTCOMES

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

- Critically discuss the importance of customer centrality within the marketing relationship.
- Critically describe the influence of customer relationship management on organisations and customers.
- Explain the importance of managing customer expectations to ensure sustainability within marketing relationship.
- Identify the impact digital and social media marketing has on organisations and the customer marketing relationship.

INDICATIVE CONTENT

- Introduction to Marketing.
- The importance of customer centrality to a marketing relationship between organisations and customers.
- The influence on organisations and customers of the value proposition.- Examining pricing strategies, segmentation, market growth and market share, differentiation.
- Developing the relationship through managing customer expectations-Methods used to engage with the customer- direct data collection, information on competitors, ensure you are meeting the 4 C's of customer needs, influence of organisation ethical and sustainable policies and practice on customers.
- Impact of digital and social media marketing on sustainable marketing relationships. Move from physical store engagement to online experience, the difference between digital and social media, Introduction of social media influencers.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Individual Presentation supported by Report	Presentation 15 minutes Report 2000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW5007**	
Module Title	**Building a Sustainable Marketing Relationship**	
Classification	**Reading List entry**	**Electronic***
Essential	Buttle, F. (2019) *Customer Relationship Management: Concepts and Technologies*. 4th edition. [Online]. Routledge. Available from: https://www.amazon.co.uk/Customer-Relationship-Management-Concepts-Technologies/dp/1138498254/ref=sr_1_4?dchild=1&keywords=buttle+relationship+marketing&qid=1625842681&sr=8-4.	☒
Essential	Sheridan, M. (2019) *They Ask, You Answer: A Revolutionary Approach to Inbound Sales, Content Marketing, and Today's Digital Consumer*. [Online]. Available from: https://www.amazon.co.uk/They-Ask-You-Answer-Revolutionary/dp/1119610141/ref=sr_1_2?dchild=1&keywords=They+Ask%2C+You+Answer%3A+A+Revolutionary+Approach+to+Inbound+Sales%2C+Content+Marketing%2C+and+Today%E2%80%B2s+Digital+Consumer&qid=1625843499&sr=8-2.	☒
Essential	Gary Armstrong, P.K. (2020) *Marketing: An Introduction, Global Edition*. 14th edition. [Online]. Pearson. Available from: https://www.amazon.co.uk/Marketing-Introduction-Global-Gary-Armstrong/dp/1292294868/ref=sr_1_1?dchild=1&keywords=9781292294865%2C&qid=1626186717&s=books&sr=1-1.	☒
Further	Lee, L. & Charles, V. (2021) The impact of consumers' perceptions regarding the ethics of online retailers and promotional strategy on their repurchase intention. *International journal of information management*. [Online] 57, 102264–. Available from: doi:10.1016/j.ijinfomgt.2020.102264.	☒
Further	Deszczyński, B. (2021) *Firm Competitive Advantage Through Relationship Management: A Theory for Successful*	☐

Module Code	BMSW5007	
Module Title	**Building a Sustainable Marketing Relationship**	
Classification	**Reading List entry**	**Electronic***
	Sustainable Growth. Cham, Springer International Publishing AG.	
	Naresh K Malhotra, J.A. (2020) Customer Relationship Marketing: Theoretical And Managerial Perspectives. [Online]. World Scientific Publishing Company. Available from: https://www.amazon.co.uk/Customer-Relationship-Marketing-Theoretical-Perspectives/dp/1944659749/ref=sr_1_1?keywords=Customer+Relationship+Marketing%3A+Theoretical+And+Managerial+Perspectives&qid=1626185943&sr=8-1.	
Further	MarketLine (Firm) (ed.) (n.d.) *MarketLine Advantage*.	☒
Further	4 traits of successful marketers | HSTalks (uwtsd.ac.uk)	☒
Further	Relationship marketing | HSTalks (uwtsd.ac.uk)	☒
Further	Influencer marketing: introduction from an influencer | HSTalks (uwtsd.ac.uk)	☒

Module Code	**BMSW5011**
Title	**Changemakers: Building your Personal Brand for Sustainable Employment**
Date	**25/06/2020**
Level	**5**
Credits	**20**
Pre-Requisites	**none**

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.

- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Online portfolio	2000 words or equivalent	50%

Assessment Component 2
(Tick one)

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

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

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	**BMSW5011**	
Module Title	**Changemakers: Building your Personal Brand for Sustainable Employment**	
Classification	**Reading List entry**	**Electronic***
Essential	Lock, D. (2018). *Project management. Routledge*	☒
Essential	Dweck, C. (2017) Mindset: Changing The Way You think To Fulfil Your Potential. Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) Working in Teams: Moving From High Potential to High Performance. SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). *Teams and team-working* (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). *Ethics : A contemporary introduction* (3rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) *How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.).* Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) *The complete guide to professional networking : the secrets of online and offline success.* London, England : Kogan Page	☒

Module Code	BMSW5011	
Module Title	**Changemakers: Building your Personal Brand for Sustainable Employment**	
Classification	**Reading List entry**	**Electronic***
Further	Snow, S. (2018) *Dream Teams: Working Together Without Falling Apart*. Piatkus.	☒
Further	*Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias.* Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) Managing Change, Creativity and Innovation. SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). *The diversity training handbook a practical guide to understanding & changing attitudes* (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	**BMSW5011C**
Teitl	**Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy**
Dyddiad	**25/06/2020**
Lefel	**5**
Credydau	**20**
Rhagofynion	**Dim**

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

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

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.

- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwylliannol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.

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	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Portffolio ar-lein	2000 o eiriau neu gyfwerth	50%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☒ **Ymarferol**

Dull asesu	Maint	Pwysiad
Aseiniad	2000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	**BMSW5011C**	
Teitl y Modwl	**Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Lock, D. (2018). *Project management. Routledge*	☒
Hanfodol	Dweck, C. (2017) Mindset: Changing The Way You think To Fulfil Your Potential. Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) Working in Teams: Moving From High Potential to High Performance. SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). *Teams and team-working* (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). *Ethics : A contemporary introduction* (3rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	☒
Pellach	Smale, B. and Fowlie, J. (2015) *How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.).* Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) *The complete guide to professional networking : the secrets of online and offline success.* London, England : Kogan Page	☒

Cod y Modwl	BMSW5011C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Snow, S. (2018) *Dream Teams: Working Together Without Falling Apart*. Piatkus.	☒
Pellach	*Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias.* Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) Managing Change, Creativity and Innovation. SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). *The diversity training handbook a practical guide to understanding & changing attitudes* (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Module Code	**BMSW5008**
Title	**Changemakers: Creativity and Value Creation**
Date	**25/06/2020**
Level	**5**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2000 words or equivalent	50%

Assessment Component 2
(Tick one)

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

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

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	**BMSW5008**	
Module Title	**Changemakers: Creativity and Value Creation**	
Classification	**Reading List entry**	**Electronic***
Essential	Hargreaves, J., and Page, L. (2013) *Reflective Practice*. (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) *Critical Thinking : Tools for Evaluating Research*. University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., *Leading Digital: Turning Technology Into Business Transformation. (Audiobook)* Recorded Books. 2017.	☒
Further	Schiuma, G. (2011) *Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics* Hershey, Pa.: Business Reference Service.	☒
Further	Rescher, N. (2014). *A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality* (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) *Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people*. John Wiley & Sons.	☒

Cod y Modwl	**BMSW5008C**
Teitl	**Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth**
Dyddiad	**25/06/2020**
Lefel	**5**
Credydau	**20**
Rhagofynion	**Dim**

AMCAN(ION)

- Datblygu cysyniadau ac arferion creadigrwydd a chreu gwerth i ddatblygu datrysiadau arloesol, uchelgeisiol a blaengar.

DEILLIANNAU DYSGU

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

- Arddangos gwybodaeth a dealltwriaeth feirniadol o arloesedd, creadigrwydd a meddylfryd mentrus, gan gydnabod y gwerthoedd a'r cyfraniad mae creadigrwydd yn ei wneud er lles pawb.
- Ffurfio, mynegi a chymhwyso meddwl creadigol o fewn cyd-destun seiliedig ar waith neu academaidd i ddatblygu datrysiadau newydd a/neu greu gwerth.

CYNNWYS DANGOSOL

- Creadigrwydd mewn theori ac ymarfer.
- Creu gwerth mewn theori ac ymarfer.
- Arweinyddiaeth greadigol a moesegol: sgiliau a heriau.
- Ysgogi arloesedd a newid, yr unigolyn intrapreneuraidd ac entrepreneuraidd.
- Meddwl yn feirniadol, cywiro diffygion a datrys problemau, datblygu datrysiadau newydd.
- Casglu gwybodaeth ar gyfer ysbrydoliaeth, creu gweledigaeth a syniadaeth.
- Datblygu'r meddylfryd mentrus a yrrir gan ddata.
- Technolegau cyfoes: realiti rhithwir ac estynedig a deallusrwydd artiffisial i wella creadigrwydd ac arloesedd.
- Ymarferion rheoli amser ar gyfer meddylfryd entrepreneuraidd.
- Bod yn ddyfeisgar, o ran llwyddo i wneud y tro â llai o adnoddau.
- Myfyrio a hunan-fyfyrio.

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	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau	0	0%
CYFANSWM	**200**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Portffolio o ymarferion gosod ar-lein	2000 o eiriau neu gyfwerth	50%

Elfen Asesu 2
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Aseiniad	2000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	**BMSW5008C**	
Teitl y Modwl	**Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Hargreaves, J., and Page, L. (2013) *Reflective Practice*. (Key Themes in Health and Social Care Series). Polity Press.	☒
Hanfodol	Nardi, P.M. (2017) *Critical Thinking : Tools for Evaluating Research*. University of California Press	☒
Hanfodol	Westerman, G., Bonnet, D. and McAfee, A., *Leading Digital: Turning Technology Into Business Transformation. (Audiobook)* Recorded Books. 2017.	☒
Pellach	Schiuma, G. (2011) *Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics* Hershey, Pa.: Business Reference Service.	☒
Pellach	Rescher, N. (2014). *A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality* (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Pellach	Turner, E. (2020) *Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people*. John Wiley & Sons.	☒

Module Code	**BMSW5009**
Title	**Managing Projects in the Organisation**
Date	**08/12/2021**
Level	**5**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop the understanding and ability to manage projects within the workplace.
- To develop knowledge and critical understanding of project management tools & techniques.

LEARNING OUTCOMES

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

- Critically assess the usefulness of project management tools and techniques for managing a project within an organisation;
- Plan the implementation of a project of appropriate complexity within a workplace;
- Critically evaluate own ability to manage a project.

INDICATIVE CONTENT

- Project sponsors, stakeholders and scope.
- Tools & techniques of project management.
- Project communication methods.
- Benefits of project management.
- Characteristics of project managers.
- Appreciation of soft skills e.g. leadership, management and communication
- Organisational structures to support projects.
- Types of project; the project life cycle.
- Risk management techniques.
- Stakeholder analysis.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0%	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Blogs: A group presentation of a Project Plan in response to a project scenario	5 blogs per person totalling 1000 words looking at progress of project implementation, plus 5 minutes individual contribution, as a part of a group presentation	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW5009**	
Module Title	**Managing Projects in the Organisation**	
Classification	**Reading List entry**	**Electronic ***
Essential	Clegg, S. R., Skyttermoen, T., and Vaagaasar, A.L. (2020) Project Management: A Value Creation Approach, London: Sage	☒
Essential	Heagney, J., (2016). Fundamentals of project management (5th Edition) New York : AMACOM American Management Association	☒
Essential	Hollister, S. (2017) Project Management: A Quick Start Beginners Guide For Easily Managing Projects The Right Way: Createspace Independent Publishing Platform	☒
Further	Kidston, P., Haward, K. & Association for Project Management, (2015). Planning, scheduling, monitoring and control : the practical project management of time, cost and risk, Buckinghamshire: Association For Project Management.	☐
Further	Wysocki, R.K., Kaikini, S. & Sneed, R., (2014). Effective project management : traditional, agile, extreme (7th Edition), Indianapolis: Wiley	☒

Module Code	BMSW5009	
Module Title	**Managing Projects in the Organisation**	
Classification	**Reading List entry**	**Electronic ***
Further	Heerkens, G. (2015). Project management (A briefcase book). New York: McGraw-Hill.	☐
Further	Meredith, J. & Mantel, S. (2009) Project Management: A Managerial Approach, Asia: John Wiley & Sons	☐
Further	Reiss, G. (2015). Project management demystified London: Routledge.	☐

Module Code	**BMSW5010**
Title	**People Management**
Date	**08/12/2021**
Level	**5**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop the knowledge and skills required to effectively manage and develop people in order to contribute to achieve sustainable organisational performance

LEARNING OUTCOMES

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

- Analyse and evaluate the roles and skills required by managers to successfully manage performance
- Evaluate and apply a range of theories and models that support effective people management
- Criticality assess how the impact of an organisations culture affects how people are managed

INDICATIVE CONTENT

- Examining the expectations and requirements of people.
- Theory and practice of different roles and skills within a management structure e.g. leaders, teams and motivation
- Themes such as flexi working, equality and diversity, sustainable performance and succession planning.
- Culture, ethos and values within organisations

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 *(Tick one)*

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

Mode of assessment	Volume	Weighting
Individual presentation and report based on people management practices	15 minute individual presentation, plus supporting report, 2000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW5010**	
Module Title	**People Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Armstrong, M. and Taylor, S. (2020). Armstrong's handbook of human resource management practice, 15th edition. London: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749469658 (Accessed 25 July 2019)	☒
Essential	Armstrong, M. (2018) Armstrong's handbook of performance management: an evidence based guide to delivering high performance 6th edition. (Online) London, U.K. ; Philadelphia, Pa. : Kogan Page. https://www.koganpage.com/product/learning-needs-analysis-and-evaluation-9780852929674 (Accessed 25 July 2019)	☒
Further	Buchanan D. and Huczynski A. (2019) Organisational Behaviour Harlow, Prentice Hall	☒
Further	Hutchinson, S., & CIPD. (2013). Performance Management. London: Chartered Institute of Personnel and Development.	☐
Further	Marchington, M. and Wilkinson, A. (2016) Human Resource Management at work 6th edition London: Chartered Institute of Personnel and Development	☐
Further	Mullins, L., & Christy, G. (2019). Management & organisational behaviour (Tenth ed.). (Online) Harlow: FT Publishing.	☒

Module Code	BMSW5010	
Module Title	**People Management**	
Classification	**Reading List entry**	**Electronic***
Further	Rees, W., Porter, W., & Porter, Christine. (2015). Skills of management and leadership: Managing people in organisations. London: New York, NY: Palgrave Macmillan.	☐
Further	Taylor, S. and Woodhams, C. (2012) Managing people and Organisations. London: Chartered Institute of Personnel Development	☐
Further	Torrington D., Hall L., Taylor S., and Atkinson C., (2009) Fundamentals of Human Resource Management: Managing People at Work, London, Prentice Hall	☐

Module Code	BMSW5012
Title	Principles and Concepts of Finance
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop a critical understanding of the principles of Financial Management, concepts and applications of financial and management accounting in a range of business contexts and situations.
- To encourage and develop the student's ability to interpret key financial information for budgeting, performance measurement and evaluation techniques

LEARNING OUTCOMES

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

- Critically analyse and evaluate the informational requirements of management, particularly in relation to decisions involving revenues, costs and other financial criteria using appropriate methods and techniques;
- Demonstrate a critical understanding of how to monitor and evaluate financial performance and methods.

INDICATIVE CONTENT

- Accounting as a means of communication
- Fundamental principles and concepts of accounting
- Interpretation of financial statements using ratio analysis
- Sources of management information and management information systems
- Introduction to budgeting, cash budgets and working capital management.
- Key Performance Indicators
- Cost volume profit analysis, costing for short and long term decision making, limiting factors and constraints.
- Risk and uncertainty in the decision-making process.
- Sustainable accounting practices.
- Introduction to standard costing, identification of criteria for standard setting, types of standards

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 *(Tick one)*

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

Mode of assessment	Volume	Weighting
Budget and written Business Report	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW5012**	
Module Title	**Principles and Concepts of Finance**	
Classification	**Reading List entry**	**Electronic***
Essential	Drury, C. (2021) *Management and Cost Accounting*, (Eleventh Edition), London: Prentice Hall	☒
Essential	Seal, W., Garrison, R.H, and Noreen, E. (2018), *Management Accounting*, (Sixth Edition), UK: McGraw Hill	☒
Essential	Horner, D. (2020), *Accounting for Non Accountants*, (Twelfth Edition), London; Kogan Press	☒
Further	Kolitz, D. (2017), *Financial Accounting – A Concepts-based Introduction*, Oxon: Routledge	☒
Further	Marr, B. (2013), *Key Performance Indicators* (KPI), Harlow: Pearson	☐
Further	Walsh, C. (2008), *Key Management Ratios*, (Fourth Edition), UK: Prentice Hall	☐
Further	Atrill, P. and McLaney, E. (2021), *Management Accounting for Decision Makers*, (Tenth Edition), Harlow: Pearson Education Limited	☐
Further	Atrill, P. and McLaney, E (2018) *Accounting and Finance for Non-Specialists,* (Eleventh Edition), Harlow: Pearson Education Limited	☐
Further	Bhimani, A. (Ed) (2006), *Contemporary Issues in Management Accounting*, Oxford: Oxford University Press	☒
Further	Datar, S.M and Rajan, M.V. (2017), Horgren's *Cost Accounting, A Managerial Emphasis – Global Edition*, (Eleventh Edition), London: Pearson	☐
Further	Dyson, J. R. (2020), *Accounting for Non Accounting Students*, (Tenth Edition), London: Pearson	☐
Journals	Accountancy	☒
Journals	Accountancy Age	☒
Journals	International Journal of Business and Accountancy	☒
Journals	The Financial Times	☒
Websites	ACCA (https://www.accaglobal.com)	☒
Websites	http://www.frc.org.uk	☒

Module Code	**BMSW6007**
Title	**Coaching and Mentoring**
Date	**08/12/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To consider the skills, principles and practice of effective coaching and mentoring in an organisational context, and the benefits they bring to the workplace.

LEARNING OUTCOMES

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

- Critically evaluate the role of coaching and mentoring within an organisational context and the effectiveness of relevant coaching and mentoring models;
- Critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- Apply strategies to effectively coach or mentor at an appropriate level.

INDICATIVE CONTENT

- Introduction to, and definitions, of coaching and mentoring.
- Differences and similarities of coaching, mentoring, and other learning interventions.
- Individual and organisational benefits of coaching and mentoring.
- The contribution of coaching and mentoring to the achievement of organisational objectives.
- Associated costs of coaching and mentoring.
- Organisational, operational and individual barriers to coaching and mentoring, and strategies to overcome them.
- Knowledge, skills and behaviours of an effective coach and/or mentor.
- Theoretical models of coaching and mentoring.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Participation in in-class peer coaching exercise, supported by an individual written reflection	Participation in a 15-minute role play exercise, supported by a 2000-word individual written reflection	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW6007**	
Module Title	**Coaching and Mentoring**	
Classification	**Reading List Entry**	**Electronic***
Essential	Parslow, E., Leedham, M. and Newell, D. (2022). *Coaching and mentoring: practical techniques for developing learning and performance.* 4th edn. Kogan Page Ltd: London.	☒
Essential	Turner, T., Lucas, M. and Whitaker, C. (2018). *Peer supervision in coaching and mentoring: a versatile guide for reflective practice.* Routledge: Abingdon-on-Thames	☒
Further	Cox, E., Bachkirova, T. & Clutterbuck, D., (2018). *The complete handbook of coaching.* 3rd edn. London: Sage.	☐
Further	Clutterbuck, D. (2019). *Everyone needs a mentor*. 5th edn. London: CIPD.	☐
Further	Dent, F. and Brent, M. (2015). *The leader's guide to coaching and mentoring: how to use soft skills to get hard results.* FT Publishing International: New Jersey, USA	
Further	Clutterbuck, D. (2020). *Coaching the team at work 2: The definitive guide to team coaching.* 4th edn. Nicholas Brealey International: Hachette.	☐
Further	Boyatzis, R., Smith, M. and Oosten, E. (2019). *Helping people change coaching with compassion for lifelong learning and growth*. Harvard Business Review Press: Boston, MA	
Further	Connor, M., and Pokora, J. (2017). *Coaching and mentoring at work: developing effective practice.* 3rd edn. McGraw-Hill Education: Maidenhead	☐
Further	Megginson, C. and Clutterbuck, D. (2010). F*urther techniques for coaching and mentoring*. Taylor and Francis: Burlington	☐

Module Code	BMSW6007	
Module Title	**Coaching and Mentoring**	
Classification	**Reading List Entry**	**Electronic***
Further	Rolfe, A. (2015). Coaching and mentoring - what is the difference? *Training & Development*, 42 (5), pp.12–13	☒
Further	Pears, R. and Shields, G. (2019). *Cite them right: the essential referencing guide.* Palgrave MacMillan: Basingstoke	☐
Further	Stone, F. (2007). *Coaching, Counselling & Mentoring.* American Management Association: New York	☐
Further	Whitworth, L., et al. (2007). *Co-active coaching: the proven framework for transformative conversations at work and in life*. 4th edn. Aladdin: New York	☐

Module Code	**BMSW6011**
Title	**Developing Strategic Capability**
Date	**08/12/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

To critically evaluate the strategic capability of organisations.

LEARNING OUTCOMES

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

- Undertake strategic analysis using a variety of models and theories.
- Critically analyse the strategic position of organisations'
- Identify and discuss the strengths and weaknesses of organisations' current strategy.
- Develop a range of strategic options to ensure organisation sustainability.

INDICATIVE CONTENT

- Strategic management in different contexts; Corporate\level strategy and business level strategy.
- Strategic management in practice; to include the strategic position, strategic choices and strategic development.
- Strategic analysis; to include micro and macro environment using SWOT, PESTLE, Five Forces framework, BCG Matrix, Stakeholder Analysis to identify critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities.
- Strategic evaluation and selection; to include various strategic development methods alliance, acquisition ,merger to ensure organisation sustainability.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Report based on strategic evaluation of organisations	4000 words	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW6011**	
Module Title	**Developing Strategic Capability**	
Classification	**Reading List Entry**	**Electronic***
Essential	Exploring Corporate Strategy- Texts and Cases Richard Willington, Patrick Regner, Duncan Angwin, Gerry Johnson, Kevin Scholes 12th ed. Harlow. Pearson 2020	☒
Essential	The Fundamentals of Strategy- Springer Singapore 2021	☒
Further	Competitive Drivers for Improving Future Business Performance-Carlos Martino, Paula Rodrigues IGI Gloabal 2021	☒
Further	Strategy in 3D- Essential tools to diagnose, decide and deliver- Greg Fisher, John Wisneshis, Rene M. Baker. New York Oxford University press 2020	☒
Further	Opening Strategy: Professional Strategists and Practice change 1960 to today. Richard Wittington 1st ed. Oxford University press 2019	☒
Further	Cooperative Strategy- Managing alliances and networks. John Child 3rd ed. Oxford University press 2019	☒
Further	Morden, T. (2016). Principles of Strategic Management (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Strategic Management Journal Harvard Business Review British Economy Business Week Journal of Management Studies Management Today McKinsey Quarterly	☒
Database	MarketLine Advantage	☒
Videos	Competitive strategy | HSTalks (uwtsd.ac.uk)	☒

Module Code	BMSW6011	
Module Title	Developing Strategic Capability	
Classification	Reading List Entry	Electronic*
	FedEx: aligning operations strategy to the company's mission | HSTalks (uwtsd.ac.uk) Corporate judo strategy | HSTalks (uwtsd.ac.uk) iPhone: strategy-as-practice and micro-foundations | HSTalks (uwtsd.ac.uk) Scenarios and strategy | HSTalks (uwtsd.ac.uk) Harley Davidson: creating experience from strategy | HSTalks (uwtsd.ac.uk) Blue ocean strategy | HSTalks (uwtsd.ac.uk) Huawei in North America: international corporate strategies under political pressures | HSTalks (uwtsd.ac.uk)	

Module Code	**BMSW6012**
Title	**Emotional Intelligence**
Date	**08/12/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To develop students' systematic understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management and business advantage.

LEARNING OUTCOMES

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

- explore concepts of emotional intelligence and its relevance to the workplace;
- demonstrate systematic understanding and application of emotional intelligence frameworks;
- critically appraise the importance of emotional intelligence and mindfulness in the workplace.
- critically evaluate the links between emotional intelligence, compassionate management, wellbeing and organisational performance.

INDICATIVE CONTENT

- Introduction to emotional intelligence including definitions and relevant frameworks.
- The importance of emotional intelligence in the workplace for both managers and other employees and its impact on overall performance.
- Mindfulness and other techniques to improve emotional intelligence.
- How compassionate managers use their emotional intelligence skills to create a supportive culture that promotes wellbeing and performance.
- How developing emotional intelligence skills across the organisation improves levels of empathy and ultimately performance.
- The business case for a supportive culture that focuses on wellbeing.
- Creating personal development plans to improve your level of emotional intelligence.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Academic poster plus presentation	500 word equivalent poster, plus 5 minute supporting presentation	50%

Assessment Component 2
(Tick one)

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

Mode of assessment	Volume	Weighting
Written report	2500 words	50%

Assessment Summary

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

INDICATIVE READING LIST

For the latest version, please refer to the online Leganto Reading List.

Module Code	**BMSW6012**	
Module Title	**Emotional Intelligence**	
Classification	**Reading List Entry**	**Electronic***
Essential	Goleman, D. (2020) *Emotional Intelligence: Why it can matter more than IQ*. London: Bloomsbury Publishing.	☒
Essential	Good et al (2016) 'Contemplating Mindfulness at Work: An Integrative Review', *Journal of Management,*42 (1), pp114-142.	☒
Essential	Newman, A. (2019) 'Compassion: Caring for Others and Ourselves', in Newman, A. (2019) *Building Leadership Character.* Thousand Oaks: Sage Publications Inc.	☒
Essential	Suff, R.(2021) *Wellbeing at Work*. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/factsheet (Accessed: 22 July 2021)	☒
Further	West, M. (2021) *Compassionate Leadership: Sustaining Wisdom and Presence in Health and Social Care.* UK: The Swirling Leaf Press	☐
Further	Monica, C. and Dutton, J. (2017) *Awakening Compassion at Work: The Quiet Power that Elevates*	☐

Module Code	BMSW6012	
Module Title	**Emotional Intelligence**	
Classification	**Reading List Entry**	**Electronic***
	People and Organizations. Oakland, California: BK Publishers.	
Further	Riopel, L. (2019) *Goleman and Other Key Names in Emotional Intelligence Research.* Available at: https://positivepsychology.com/category/emotional-intelligence/ (Accessed: 22 July 2021)	☒
Further	Kaoun, T. (2019) 'Enhancing Leaders' Emotional Intelligence: Why Mindfulness?', *Journal of Leadership Education*, 18 (1), pp.200-212	☒
Further	Cherniss, C. (2020) 'How Outstanding Leaders Use Emotional Intelligence', *Leader to Leader*, 98, pp.45-50.	☒
Further	Wall, T., Cooper, C. and Brough, P. (2021) *The Sage Handbook of Organizational Wellbeing*. London: Sage Publications.	☒

Module Code	**BMSW6010**
Title	**Leadership and Change**
Date	**08/12/2021**
Level	**6**
Credits	**20**
Pre-Requisites	**None**

AIM(S)

- To critically evaluate strategies that focus on how leaders and managers achieve sustainable organisational improvement and how leaders effectively manage change
- To critically evaluate leadership and change strategies in order to achieve sustainable organisation performance

LEARNING OUTCOMES

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

- Evaluate the complexities involved in leading and managing people in organisations and the practical application of theory and practice;
- Evaluate a range of leadership theories and practice engaged in leading and managing people in organisations to sustain organisation performance..
- Critically analyse the nature of change and evaluate complex concepts relating to leadership in a changing business environment
- Critically evaluate own skills and competencies to fulfil the responsibilities of the leadership role in a changing environment.

INDICATIVE CONTENT

Key responsibilities of the leadership role.

- The differences between leadership and management and how this may operate within different organisations
- Models and frameworks of leadership and management traits, styles, situational transformational, contingency and consideration of the appropriateness of each to differing organisational context
- The value of management and leadership development to organisational success
- Evaluate different leadership styles and change theories in the context of own responsibilities.
- Concept of emotional intelligence and how it applies to the leadership role
- Importance of understanding one's own strengths and limitations as a leader
- Relationship management in terms of inspiring others.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Individual presentation on own leadership approach to change supported by an essay incorporating theories and models of leadership and change	Presentation 15 minutes plus 2000 word supporting essay	100%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	**BMSW6010**	
Module Title	**Leadership and Change**	
Classification	**Reading List Entry**	**Electronic***
Essential	Adair, J. (2016). Develop Your Leadership Skills (3rd ed.,) Creating Success). London: Kogan Page). https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749467012 (Accessed 24 July 2019)	☒
Essential	Armstrong, M. (2016) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749478162 (Accessed 24 July 2019)	☒
Further	Kotler, J.P. (2012) Leading Change Harvard Business Review Press	☐
Further	Dogru, Caglar (2020) Leadership styles, Hershey, Pennsylvania IGI Global	☐
Further	Schultz, K. & Hungerford, C.,2016. Managing Change Journal of College Admission,(232), p.42	☐
Further	Dawson, P. & Andriopolous, C. (2014). Managing Change Creativity & Innovation (2nd edition)	☐
Further	Gell, A. (2016) The Book of Leadership, Piatkus	☐
Further	Kouzes, J.M. & Posner, B.Z. (2017) The Leadership Challenge: 4^{6h} edition, Jossey – Bass.	☐

Module Code	BMSW6010	
Module Title	Leadership and Change	
Classification	Reading List Entry	Electronic*
Further	Mewton, L., Ware, J. & Grantham, C., 2005. A question of leadership: Which skills and competencies will be most critical for leaders as the workplace continues to evolve? Leadership in Action, 24(6), p.14 . https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a70d633d-0279-4893-afbd-ec9ae391fd66%40sdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=17070452&db=bth (Accessed 24 July 2019)	☒

Module Code	**BMSW6009**
Title	**Independent Project**
Date	**25/06/2020**
Level	**6**
Credits	**40**
Pre-Requisites	**None**

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning	0	0%
TOTAL	**400**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST
This will be guided by the student's individual project.

Module Code	**BMSW6009**	
Module Title	**Independent Project**	
Classification	**Reading List entry**	**Electronic***
Essential	Cottrell S, (2015) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Essential	ASET, 2013 *Good Practice Guide for Workbased Learning and Placement Learning in Higher Education*	☒
Essential	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Further	Gallagher K, (2016) *Essential Study and Employment Skills For Business and Management Students*, Oxford	☐
Further	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐
Further	Storr, Will (2020), *The Science of Storytelling,* William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) *Research Methods in Education, 8th edition* London: Routledge.	☒
Further	Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Further	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Further	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. Sage	☐

Module Code	BMSW6009	
Module Title	**Independent Project**	
Classification	**Reading List entry**	**Electronic***
Further	Obschonka, M., Hakkarainen, K., Lonka, K. *et al.* Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. *Small Bus Econ* **48,** 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	**BMSW6009C**
Teitl	**Prosiect Annibynnol**
Dyddiad	**25/06/2020**
Lefel	**6**
Credydau	**40**
Rhagofynion	**Dim**

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuraidd.
- Cydweithio, addasu a myfyrio.

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	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	**400**	**100%**

ASESU

Elfen Asesu 1
(Ticiwch un)

☐ **Arholiad ysgrifenedig** ☒ **Gwaith cwrs** ☐ **Ymarferol**

Dull asesu	Maint	Pwysiad
Portffolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

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

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	**BMSW6009C**	
Teitl y Modwl	**Prosiect Annibynnol**	
Categori	**Eitemau'r Rhestr Ddarllen**	**Electronig***
Hanfodol	Cottrell S, (2015) *Skills for Success Personal Development and Employability, 3rd edition*, Palgrave. London.	☒
Hanfodol	ASET, 2013 *Good Practice Guide for Workbased Learning and Placement Learning in Higher Education*	☒
Hanfodol	Gray, D.E. (2018) *Doing Real World Research,* London: SAGE.	☐
Pellach	Gallagher K, (2016) *Essential Study and Employment Skills For Business and Management Students*, Oxford	☐
Pellach	Gottschall, Jonathan (2013), *The Storytelling Animal: How Stories Make Us Human,* Houghton Mifflin	☐
Pellach	Storr, Will (2020), *The Science of Storytelling,* William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) *Research Methods in Education, 8th edition* London: Routledge.	☒
Pellach	Flick, U. (2014) *An Introduction to Qualitative Research*, London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) *Understanding and Using Challenging Education Theories*, London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) *Doing Interviews (Qualitative Research Kit)*. Sage	☐
Pellach	Gibbs, G. (2018) *Analysing Qualitative Data (Qualitative Research Kit).* Sage	☒
Pellach	Creswell, J. W. (2012*). Qualitative inquiry and research design: Choosing among five approaches*. Sage	☐

Cod y Modwl	BMSW6009C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. *et al.* Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. *Small Bus Econ* **48,** 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

MODULES FOR RETURNING LEVEL 6 STUDENTS IN 2022/23

Module Code	**BMSW6101**
Title	**Emergent Leadership Skills for the Workplace**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To explore the key responsibilities of leadership in the workplace and the critical importance of the objective analysis of personal strengths and limitations.

LEARNING OUTCOMES

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

- critically evaluate personal ability to fulfil key responsibilities of the leadership role within the context of established leadership styles;
- analyse and critically assess strategies for leadership in relation to others;
- plan for the leadership of change of an appropriate level of complexity within the workplace.

INDICATIVE CONTENT

- Introduction to leadership models, theories and styles.
- Key responsibilities of the leadership role.
- Evaluate different leadership styles in the context of own responsibilities.
- Repertoire of leadership styles in different situations and with different people.
- Concept of emotional intelligence and how it applies to the leadership role.
- Importance of understanding one's own strengths and limitations.
- Use and interpretation of techniques to identify characteristics, strengths and limitations.
- Importance of continuous self-development and identifying opportunities to develop oneself in the leadership role.
- Displaying confidence and self-assurance by emphasising personal strengths and showing a readiness to take calculated risks.
- Social awareness in terms of empathy, organisational and 'political awareness, service to others.
- Relationship management in terms of inspiring others.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT
Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio of written submissions (e.g. a case study based on practical activities (such as interviews or secondary research) or an individual written reflection)	5500 words	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6101**	
Module Title	**Emergent Leadership Skills for the Workplace**	
Classification	**Reading List Entry**	**Electronic***
Essential	Adair, J. (2013). Develop Your Leadership Skills (2nd ed.,) Creating Success). London: Kogan Page). https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749467012 (Accessed 24 July 2019)	☒
Essential	Armstrong, M. (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management. (Online) London; Philadelphia: Kogan Page. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749478162 (Accessed 24 July 2019)	☒
Further	Adair, J. E. (1989). The Action Centred Leader. Industrial Society.	☐
Further	Bennis, W. (2009) On Becoming a Leader, New York, Basic Books.	☐
Further	Cottrell, S. (2003) The Study Skills Handbook (2nd edition). Hampshire: Palgrave MacMillan.	☐
Further	Mewton, L., Ware, J. & Grantham, C., 2005. A question of leadership: Which skills and competencies will be most critical for leaders as the workplace continues to evolve? Leadership in Action, 24(6), p.14 . https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a70d633d-0279-4893-afbd-ec9ae391fd66%40sdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=17070452&db=bth (Accessed 24 July 2019)	☒
Further	Kouzes, J.M. & Posner, B.Z. (2008) The Leadership Challenge: 4th Edition, Jossey-Bass.	☐

Module Code	BMSW6101	
Module Title	**Emergent Leadership Skills for the Workplace**	
Classification	**Reading List Entry**	**Electronic***
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	McKeown, A. & Bates, J., 2013. Emotional intelligent leadership. Library Management, 34(6/7), pp.462–485. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1430545094?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 24 July 2019)	☒
Further	Ziek, P., & Smulowitz, S. (2014). The impact of emergent virtual leadership competencies on team effectiveness. Leadership & Organisation Development Journal, 35 (2), 106-120.	☐

Module Code	**BMSW6102**
Title	**Developing Innovation and Creativity for Business Advantage**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- to provide students with a clear understanding of the importance of innovation to business development, and the ability to critically review models and characteristics of the innovation process.

LEARNING OUTCOMES

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

- critically reflect on the innovation concept;
- recognise, analyse and apply creative thinking at the individual, team, organisational and industry level;
- critically explore and differentiate between different models of innovation;
- critically assess characteristics of organisational knowledge and organisational knowing.

INDICATIVE CONTENT

- The concept of innovation from an inter-disciplinary perspective, specifically from an individual, group, organisational, intra- and inter-organisational level.
- Closed and open innovation models, including Schumpeterian and post-Schumpeterian views.
- The process of innovation management.
- The role of creativity within the innovation process, including emergent and prospective models of innovation.
- Individuals as innovators, including creativity and personal traits, social interaction, experimentation and play.
- Innovation in groups including the factors that drive group/team innovation, innovation implementation and creativity, and models of team innovation.
- The determinants of organisational innovation and organisational design.
- The seven stage model of new product development and trends in Research and Development.
- The concepts and processes of closed v. open innovation.
- Globally distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of ‘boundary-less’ organisations and how these can enhance opportunities for innovation.
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- The impact of increasing costs and complexity of Research and Development.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Individual project plan supported by a reflective presentation	2500 words supported by 15 minutes' presentation	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6102**	
Module Title	**Developing Innovation and Creativity for Business Advantage**	
Classification	**Reading List Entry**	**Electronic***
Essential	Tidd, J. and Bessant, J. (2009), Managing Innovation: Integrating Technological, Market and Organizational Change, 2nd ed, Chichester: John Wiley.	☐
Essential	Trott, P. (2008), Innovation Management and New Product Development, 4th ed, Harlow: FT Prentice Hall.	☐
Further	Bratnicka. (2015). Relationship Between Leadership Styles and Organizational Creativity. Management and Business Administration. Central Europe, (1(128)), Management and **Business** Administration. Central Europe / Management and Business Administration. Central Europe, 2015, Issue 1(128).	☐
Further	Brunswicker, S., & Van de Vrande, V. (2014). Exploring Open Innovation in Small and Medium-Sized Enterprises. In New Frontiers in Open Innovation (p. New Frontiers in Open Innovation, Chapter 7). Oxford University Press.	☐
Further	Clegg, B. and Birch, P. (2002). Crash Course in Creativity. London: Kogan Page	☐
Further	Cook, P. (2016). Leading innovation, creativity and enterprise. Industrial and Commercial Training, 48(6), 294-299	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.)	☐

Module Code	BMSW6102	
Module Title	**Developing Innovation and Creativity for Business Advantage**	
Classification	**Reading List Entry**	**Electronic***
Further	Drucker, P. (2007) Innovation and Entrepreneurship: practice and principles. (Online) Amsterdam; London: Butterworth-Heinemann.	☐
Further	Foss, N., & Saebi, T. (2015). Business Model Innovation The Organizational Dimension. Oxford: OUP Oxford	☐
Further	Gryskiewicz, T., Gryskiewicz, S. S., & Taylor, S. (2011). Making Creativity Practical Innovation That Gets Results (J-B CCL (Center for Creative Leadership)). Hoboken: Wiley.	☐
Further	Brown, T., 2016. Leaders Can Turn Creativity into a Competitive Advantage. Harvard Business Review Digital Articles, pp.2–6. https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a58e711e-3b57-4803-9bef-bbed42767091%40sessionmgr4007&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=120582131&db=bth(Accessed 24 July 2019)	☒
Further	Proctor, T. (2005). Creative Problem Solving for Managers: Developing Skills for Decision Making and Innovation. 2nd ed. London: Routledge.	☐
Further	O'Reilly, C., 2019. The Three Stages of Disruptive Innovation: Idea Generation, Incubation, and Scaling. California Management Review, 61(3), pp.49–72. https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/full/10.1177/0008125619841878 (Accessed 24 July 2019)	☒
Further	Kremer, Villamor & Aguinis, 2019. Innovation leadership: Best-practice recommendations for promoting employee creativity, voice, and knowledge sharing. Business Horizons, 62(1), pp.65–74. https://www-sciencedirect-com.ezproxy.uwtsd.ac.uk/science/article/pii/S0007681318301459 (Accessed 24 July 2019)	☒
Further	Meutia & Ismail, 2015. THE INFLUENCE OF COMPETITIVE PRESSURE ON INNOVATIVE CREATIVITY. Academy of Strategic Management Journal, 14(2), pp.117–127. https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/1760495358?accountid=130472&rfr_id=info%3Axri%2Fsid%3Aprimo (Accessed 24 July 2019)	☒

Module Code	**BMSW6103**
Title	**Leading and Implementing Workplace Change**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of the leadership and management of change.

LEARNING OUTCOMES

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

- critically analyse the relationship between environmental change and organisational capability;
- critically analyse the nature of change and evaluate complex concepts relating to leadership in relation to change management;
- explore contemporary issues and their impact on business management;
- analyse and evaluate the relationship between organisational culture and change.

INDICATIVE CONTENT

- Environmental change and organisational response.
- Nature of the change process.
- Planned and unplanned change.
- Politics of change and conflict resolution.
- Organisational change and culture.
- Organisational change and structure.
- Role of managers as change agents.
- Hard and soft models of change.
- Evaluating change.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio of work in response to a given case/scenario (which may include: readiness assessment, staff training and development plan, communication plan, evaluation plan, etc.)	5500 words (total)	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6103**	
Module Title	**Leading and Implementing Workplace Change**	
Classification	**Reading List Entry**	**Electronic***
Essential	Kotter, J.P. Leading Change, (2012), Harvard Business Review Press.	☐
Further	Andriopoulos, C. and Dawson, P. (2009). Managing Change, Creativity and Innovation. Los Angeles: SAGE.	☐
Further	Anderson, D. (2010). Beyond change management [ebook] how to achieve breakthrough results through conscious change leadership (2nd ed., Jossey-Bass organizational development). San Francisco, Calif.: Chichester: Pfeiffer ; John Wiley [distributor].	☐
Further	Bencivenga, J. (2002) John Kotter on Leadership, Management and Change. (Online) School Administrator, v59 n2 p36-49 Feb 2002. https://web-b-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=6bc36aad-1d95-4d96-b156-c7e69506898a%40pdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=507742732&db=eue (Accessed 24 July 2019)	☒
Further	Cameron, E., & Green, M. (2012). Making sense of change management: A complete guide to the models, tools, and techniques of organizational change (3rd ed.). London ; Philadelphia: Kogan Page	☐
Further	Carnall, & By, Rune Todnem. (2014). Managing change in organizations (Sixth ed.). Harlow: Financial Times Prentice Hall. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780273736431 (Accessed 24 July 2019)	☒

Module Code	BMSW6103	
Module Title	Leading and Implementing Workplace Change	
Classification	Reading List Entry	Electronic*
Further	Greenfield, A. (2008). The 5 Forces of Change: A Blueprint for Leading Successful Change. Cirencester: Management Books 2000	☐
Further	Doherty, T., Horne, T., & Wootton, S. (2014). Managing Public Services - Implementing Changes A thoughtful approach to the practice of management (2nd ed.). Hoboken: Taylor and Francis.	☐
Further	Forsyth, P. (2012) Managing Change. (Online) London; Philadelphia: Kogan Page https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780749463908 (Accessed 24 July 2019)	☒
Further	Hughes, M. (2006). Change Management: A Critical Perspective. London: Chartered Institute of Personnel and Development.	☐
Further	Kanter, R. M. (1983). The Change Masters: Innovations for Productivity in the American Corporation. New York: Simon and Schuster.Kotter, J. P. and Rathgeber, H. (2006). Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions. London: Macmillan.	☐
Further	Kotter, J. P. (1990). A Force for Change: How Leadership Differs from Management. New York: Free Press.	☐
Further	Orridge, M. (2009). Change Leadership Developing a Change-Adept Organization. Farnham: Ashgate Publishing.	☐
Further	Paton, P. R. A. and McCalman, J. (2008). Change Management: A Guide to Effective Implementation. 3rd ed. Los Angeles: SAGE.	☐
Further	Pettigrew, A. M. and Whipp, R. (1993). Managing Change for Competitive Success. Oxford, OX, UK: B. Blackwell.	☐
Further	Schultz, K. & Hungerford, C., 2016. Managing Change. Journal of College Admission, (232), p.42.	☐
Further	Dawson, P., & Andriopoulos, C. (2014). Managing change, creativity & innovation (Second ed.).	☐

Module Code	**BMSW6104**
Title	**Strategic Management for SMEs**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To develop a holistic understanding of organisations' strategic direction via their interaction with the internal and external environment.

LEARNING OUTCOMES

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

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- critically evaluate stakeholder expectations;
- formulate and verify new strategies for sustainable growth.

INDICATIVE CONTENT

- Strategic management in different contexts; Corporate\level strategy and business level strategy.
- Strategic management in practice; to include the strategic position, strategic choices strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using PEST and other frameworks, five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix.
- Stakeholder expectation and organisational purpose; to include the importance of governance stakeholder mapping and ethical issues and their impact on strategic development.
- Business level strategy and different methods of achieving sustainable competitive advantage.
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management.
- Strategic evaluation and selection; to include the various strategic development methods available to organisations (internal, acquisition and alliance).

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement Learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Portfolio of work (which may include individual written reports, case study assessments, etc.)	5500 words total	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6104**	
Module Title	**Strategic Management for SMEs**	
Classification	**Reading List Entry**	**Electronic***
Essential	Johnson, G., Angwin, D., Regner, P., Scholes, K., & Whittington, R. (2014). Exploring strategy (Tenth ed.). Harlow: Prentice hall https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9781292006895 (Accessed 24 July 2019)	☒
Further	Aktouf, O., Chennoufi, M., & Holford, W. (2011). 'The strategic management framework: A methodological and epistemological examination. In Competition, Competitive Advantage, and Clusters' (Competition, Competitive Advantage, and Clusters, Chapter 5). Oxford University Press.	☐
Further	Barney, J. B. and Hesterly, W. S. (2012). Strategic Management and Competitive Advantage: Concepts and Cases. 4th ed. Boston: Pearson.	☐
Further	Jones, T., Jones, O., & Tilley, F. (2003). Competitive advantage in SMEs organising for innovation and change. Hoboken, NJ: J. Wiley.	☒

Module Code	BMSW6104	
Module Title	Strategic Management for SMEs	
Classification	Reading List Entry	Electronic*
	https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470862308 (Accessed 24 July 2019)	
Further	Bowman, C. (1990). The Essence of Strategic Management. New York: Prentice Hall.	☐
Further	Bruce, A. and Langdon, K. (2000). Strategic Thinking. London: Dorling Kindersley.	☐
Further	Culp, M. (2012) Strategic management. (Online) New Delhi : World Technologies https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132325833 (Accessed 24 July 2019)	☒
Further	Faulkner, D. O. and Campbell, A. (2003). The Oxford Handbook of Strategy: A Strategy Overview and Competitive Strategy. Oxford: Oxford University Press.	☐
Further	Goodman, M., & Dingli, Sandra M. (2013). 'Creativity and Strategic Innovation Management'. Florence: Taylor and Francis.	☐
Further	Grant, R, M 'Contemporary Strategy Analysis', (2010) Hoboken, NJ , John Wiley & Sons	☐
Further	Johnson, G., Scholes, K. (2010) 'Fundamentals of Strategy', Harlow: FT Prentice Hall.	☐
Further	Lynch, R. (2008) 'Corporate Strategy', London: FT Prentice Hall.	☐
Further	Mintzberg, H., Ahlstrand, B., Lampel, J. (2008) 'Strategy Safari: The Complete Guide Through the Wilds of Strategic Management', London: FT Prentice Hall.	☐
Further	Morden, T. (2016). Principles of Strategic Management (3rd ed., Innovative Business Textbooks). Abingdon: Taylor and Francis.)	☐
Further	Morden, T. (2007) Principles of strategic management. (Online) Aldershot, England; Burlingtom, VT: Ashgate. http://www.tsd.ac.uk/en/lrc/onlineresources/e-books/ (Accessed 26 November 2013)	☒
Further	Porter, M. E. (2004) 'Competitive Strategy', London: Free Press.	☐
Further	The Academy of Management Journal The Academy of Management Review The Journal of Business Journal of Organizational Behaviour Management Science Management Technology Managerial and Decision Economics MIS Quarterly Operations Research Organization Science The Review of Economics and Statistics Strategic Management Journal Harvard Business Review Marketing Week Campaign	☒

Module Code	**BMSW6105**
Title	**Coaching & Mentoring Skills for the Workplace**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To develop understanding of the skills, principles and practice of effective management coaching and mentoring and the benefits they bring to business

LEARNING OUTCOMES

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

- Critically evaluate the purpose of coaching and mentoring within an organisational context;
- critically analyse the skills, behaviours, attitudes, beliefs and values of an effective coach or mentor;
- apply strategies to effectively coach or mentor at an appropriate level.

INDICATIVE CONTENT

- Introduction to and definitions of coaching and mentoring.
- Differences and overlaps of coaching, mentoring, counselling and training and selecting the most appropriate methodological approach.
- Individual and organisational benefits of coaching and mentoring.
- Costs and benefits of coaching and mentoring.
- Alternative strategies for developing and supporting employees.
- Corporate objectives and the contribution of coaching and mentoring.
- Organisational, operational and individual barriers and strategies to overcome them.
- Knowledge, skills and behaviours of an effective coach and mentor.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Participation in in-class peer coaching exercises supported by an individual written reflection	30 minutes spent in peer coaching exercises supported by 2500 word individual written reflection	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6105**	
Module Title	**Coaching & Mentoring Skills for the Workplace**	
Classification	**Reading List Entry**	**Electronic***
Essential	Garvey, B., Stokes, P., and Megginson, D., (2018). Coaching and Mentoring: Theory and Practice. London: SAGE.	☐
Essential	Brockbank, A. and McGill, I., (2012). Facilitating reflective learning: Coaching, mentoring and supervision. Kogan Page Publishers.	☐
Further	Cox, E., Bachkirova, T. & Clutterbuck, D., (2014). The complete handbook of coaching 2nd ed.,London: Sage.	☐
Further	Clutterbuck, D. (2004) Everyone Needs a Mentor: Fostering talent in your organisation, London: CIPD.	☐
Further	Clutterbuck, D. (2007) Coaching the team at work. (Online) London ; Boston : Nicholas Brealey International.	☐
Further	Connor, M., & Pokora, J. (2012). 'Coaching And Mentoring At Work Developing Effective Practice' (2nd ed.). Maidenhead: McGraw-Hill Education.	☐
Further	DuBrin, A.J., (2005). Coaching and mentoring skills, Upper Saddle River, N.J.: Pearson/Prentice Hall.	☐
Further	Illeris, K. (2011) 'The fundamentals of workplace learning: understanding how people learn in working life'. (Online) Milton Park, Abingdon, Oxon; New York : Routledge. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780203836521 (Accessed 24 July 2013)	☒
Further	Watt, L., 2004. Mentoring and Coaching in the Workplace. The Canadian Manager, 29(3), pp.14–16. https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=a	☒

Module Code	BMSW6105	
Module Title	**Coaching & Mentoring Skills for the Workplace**	
Classification	**Reading List Entry**	**Electronic***
	54d08f5-07bc-4ead-879f-77ac508a643e%40sdc-v-sessmgr02&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=14978434&db=bth (Accessed 24 July 2013)	
Further	Megginson, C., & Clutterbuck, D. (2010). 'Further Techniques for Coaching and Mentoring'. Burlington: Taylor and Francis.	☐
Further	Rolfe, A., 2015. COACHING AND MENTORING - WHAT IS THE DIFFERENCE? Training & Development, 42(5), pp.12–13 https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/detail/detail?vid=0&sid=81dfbf8a-3c0d-46cc-ac71-2afa2086d588%40sdc-v-sessmgr01&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=110377247&db=bth(Accessed 24 July 2013)	☒
Further	Pears, R. & Shields, G. (2011) Cite Them Right. Basingstoke: Palgrave MacMillan.	☐
Further	Stone, F. (2007). Coaching, Counselling & Mentoring. New York. American Management Association.	☐
Further	Whitworth, L. et al, (2007) Co-active Coaching: New skills for coaching people to success in work and life, London: Davies Black.	☐

Module Code	**BMSW6106**
Title	**Developing Emotional Intelligence Skills for the Workplace**
Date	**15/08/2019**
Level	**6**
Credits	**20**
Pre-Requisites	

AIM(S)

- To develop students' understanding of the importance of emotional intelligence in the workplace and the relationship between emotional intelligence, effective management communication and business advantage.

LEARNING OUTCOMES

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

- explore concepts of emotional intelligence and its relevance to the workplace;
- understand and apply of models of emotional intelligence and evaluate theorists;
- critically appraise the importance of emotional intelligence and mindfulness in the workplace.

INDICATIVE CONTENT

- Introduction to emotional intelligence and linked concepts, including Mindfulness-Based Approaches.
- The importance of emotional intelligence in the workplace.
- Workplace relationships and organisational culture – the impact of an emotionally intelligent and mindful approach on the development of empathy, improved performance and greater well-being.
- The value or otherwise of emotional intelligence within the context of workforce development and business advantage.
- Definitions of emotional intelligence.
- Emotional intelligence framework.
- Links between what we feel and what we think.
- Why how we feel affects our performance.
- Personal improvement action plan

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

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

Mode of assessment	Volume	Weighting
Case-study based practical exercise (e.g. poster or presentation) supported by an individual written report	12 minutes per person supported by 3500 word individual written report	100%

Assessment Summary

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

READING LIST

Module Code	**BMSW6106**	
Module Title	**Developing Emotional Intelligence Skills for the Workplace**	
Classification	**Reading List Entry**	**Electronic***
Essential	Goleman, D. (2009) Emotional Intelligence: Why it can matter more than IQ, New York: Bantam House.	☐
Essential	Singh, D. (2006) Emotional intelligence at work : a professional guide. (Online) New Delhi ; Thousand Oaks, Calif : Response Books. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9788132102779 (Accessed 24 July 2019)	☒
Further	Baksh Baloch, Q, Saleem, M, Zaman, G, & Fida, A 2014, 'The Impact of Emotional Intelligence on Employees' Performance', Journal Of Managerial Sciences, 8, 2, pp. 208-227	☐
Further	Beard, A (2014), 'Mindfulness in the Age of Complexity', Harvard Business Review, 92, 3, pp. 68-73, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Carter, M., Santomauro, J., & Marino, C. (2011). Set for Success Activities for Teaching Emotional, Social and Organizational Skills. London: Jessica Kingsley.	☐
Further	Caruso, D.R. & Salovey, P. (2004). The emotionally intelligent manager. San Francisco, CA: Jossey-Bass	☐

Module Code	BMSW6106	
Module Title	Developing Emotional Intelligence Skills for the Workplace	
Classification	Reading List Entry	Electronic*
Further	Hughes et al., 2009. Handbook for developing emotional and social intelligence best practices, case studies, and strategies, San Francisco: Pfeiffer. https://www-dawsonera-com.ezproxy.uwtsd.ac.uk/abstract/9780470449165 (Accessed 24 July 2019)	☒
Further	Chaskalson, M. (2011) The Mindful Workplace: Developing Resilient Individuals and Resonant Organisations with MBSR, Chichester: Wiley-Blackwell.	☐
Further	Chemiss, C and Goleman D. (2001) The emotionally intelligent workplace. San Francisco: Jossey-Bass.	☐
Further	Farh, C, Myeong-Gu, S, & Tesluk, P. ((2012), 'Emotional Intelligence, Teamwork Effectiveness, and Job Performance: The Moderating Role of Job Context', Journal Of Applied Psychology, 97, 4, pp. 890-900	☐
Further	Wall, B., 2007. Coaching for emotional intelligence the secret to developing the star potential in your employees, New York: Amacom. https://web-a-ebscohost-com.ezproxy.uwtsd.ac.uk/ehost/results?vid=2&sid=1b72cfa8-e45e-4c9d-a58f-c4bf88a837e8%40sessionmgr4007&bquery=(JN+%22Coaching+for+Emotional+Intelligence%22)+AND+FT+Y&bdata=JmRiPWJ0aCZ0eXBlPTEmc2VhcmNoTW9kZT1TdGFuZGFyZCZzaXRlPWVob3N0LWxpdmU%3d (Accessed 24 July 2019)	☒
Further	Goleman, D. (1996). Emotional Intelligence: Why It Can Matter More than IQ. London: Bloomsbury.	☐
Further	Goleman, D., Boyzatis, R and McKee, (2004) A. Primal Leadership: Learning to Lend with Emotional Intelligence, Boston: Harvard Business School Press.	☐
Further	Karelaia, N, & Reb, J. (2014), 'Improving Decision Making through Mindfulness', INSEAD Working Papers Collection, 43, pp. 1-37, Business Source Complete, EBSCOhost, viewed 9 July 2016.	☐
Further	Pereira, B. (20150, 'Mindfulness', Professional Manager', pp. 52-55, Business Source Complete, EBSCO host, viewed 18 July 2016.	☐
Further	Pickert, K. (2014), 'The Art of Being Mindful', Time, 183, 4, p. 40, Academic Search Premier, EBSCO host, viewed 18 July 2016.	☐
Further	Segal, J. The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships, London: McGraw-Hill, 2008.	☐
Further	Webb, K. (2014), 'How Managers' Emotional Intelligence Impacts Employees' Satisfaction and Commitment: A Structural Equation Model', IUP Journal Of Organizational Behaviour, 13, 2, pp. 7-24, Business Source Complete, EBSCOhost, viewed 22 September 2015	☒