

Synoptic Business Project with Portfolio Unit Handbook

CMDA

Faculty of Business and Law

Level 6 | Credits: 30

Unit Code: 5S6Z0005

(Edited Version for Employer Website)

Final Year Unit – the output of this unit feeds into End-point
Assessment for CMDA (4 Year Open and FT) Programmes

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Overview

Faculty/Dept: Department of Strategy, Enterprise and Sustainability

Level: 6 Credit: 30

Introduction

In this unit, apprentices will implement a suitably challenging workplace project and evaluate its outcomes and challenges. They will also complete their apprenticeship portfolio.

Project

The project is called synoptic because it demonstrates the accumulation of the apprentice's knowledge, skills and behaviours that have been developed across the apprenticeship. Elements of the project units (Project Development and Synoptic Business Project) are mapped to the **Chartered Manager Degree Apprenticeship (CMDA) Standard**.

The project is negotiated between the employer, the unit tutor and the apprentice. The apprentice will manage the project through key milestones. Apprentices will demonstrate an understanding of the nature of a work-based project and how decisions are underpinned by scholarly research and project management techniques. Apprentices will be encouraged to reflect on project management approaches and methodologies.

The focus of the Project Development unit is **DEFINE** and **DESIGN**. Synoptic Business Project is designed to build on that and the focus of the teaching and assessment will be on the **DO** and **REVIEW** elements of the project.

At the end of unit, the apprentice will submit their project report and supporting documents that together demonstrate their management of the complete project life-cycle. These will also be assessed by the Chartered Management Institute (CMI) as part of the end-point assessment.

Portfolio

For the portfolio element of the unit, apprentices will be supported and guided through the process of building and completing their portfolio of evidence to demonstrate their *Knowledge, Skills and Behaviours* against the 16 categories of the CMDA apprenticeship standard.

Knowledge and Skills	Organisational Performance		Interpersonal and Personal Excellence	
	1. Operational strategy		6. Communication	7. Awareness of self and others
	2. Project management		8. Leading People	9. Management of self
	3. Business Finance		10. Managing People	11. Decision making
	4. Sales and Marketing		12. Developing Collaborative relationships	
	5. Digital business and new technology			
Behaviours	13. Takes responsibility	14. Inclusive	15. Agile	16. Professionalism

The portfolio brings together all the evidence collected by the apprentice to demonstrate their development and will be assessed by the Chartered Management Institute (CMI) as part of the end-point assessment.

Tutors, supervisors and skills coaches will help apprentices to identify what to include in their portfolio and how to organise the evidence.

In the unit, apprentices will also be encouraged to develop their reflective practice.

Project Supervisors

Project Supervisors

You will be allocated an academic member of the teaching team who will act as your project supervisor. A list of students, their allocated supervisor and supervisor contact details will be posted on the unit Moodle page. You are encouraged to be pro-active and seek the support of your supervisor. Supervisors will:

- Provide 1-to-1 supervisions for your project and portfolio
- Talk ideas over with you and ask questions
- Ensure you are heading in (roughly) the right direction
- Suggest relevant readings or tools to consider
- Offer remote support via telephone and email and on-line platforms such as Microsoft Teams.
- Where possible, mark the academic assessments for this unit.
- Where possible, attend your EPA.

Supervisors will not:

- Read multiple drafts and correct them
- Tell you what to do with your project
- Tell you what mark you will get

Learning Outcomes for the unit

On successful completion of this unit, the student will be able to:-

Learning Outcome 1:

Deliver a live management project in the workplace that is potentially subject to changing requirements or priorities, adopting problem-solving and project management methodologies to generate solutions (Define, Design and Do).

Learning Outcome 2:

Identify the factors responsible for success or failure of a business project through critical analysis, evaluation and self-reflection (Review).

Learning Outcome 3:

Critically evaluate the organisational impact of the project (Review).

Learning Outcome 4:

Critically reflect on professional development (Portfolio).

Assessment Submission Dates

There are two summative assessments in this unit:

Submission dates

5S6Z0005_1921_9	
CMDA	
Assignment 1	
Completed Project Report due date	See Moodle
Assignment 2	
Portfolio and reflection due date	See Moodle

Assessment 1 - Synoptic Project Report 80%

Description

Apprentices must implement and manage a suitably challenging work place project and produce a work-based project report to evaluate its outcomes and challenges (typically 5,000 words).

Your report will show how you managed your project as it moved through the 4 stages of completion: Define, Design, Do, Review.

This assessment is worth 80% of the overall grade for this unit.

The report will follow standard project report guidelines and will be supported by appropriate supplementary documentation. The project report and supporting documentation will be submitted via your e-portfolio system. LO-1 LO-2 LO-3.

Key points to note

- Your project needs to demonstrate that it went through the **4 stages of Define, Design, Do, Review**.
- Your Project Initiation Plan (**PID**) or similar and **Supporting Materials** will cover the define and design stages. Your employer and your supervisor must also agree your project by signing the PID. The **PID** and supporting materials should be incorporated within the project report submission.
- The final report and supporting materials (including PID) will show how **you managed your project** as it moved through the 4 stages of completion: **Define, Design, Do, Review**.

- Your report should demonstrate how you have applied the **knowledge and skills** of the apprenticeship to the project.
- You should refer to models, theories and literature where appropriate throughout your report.
- The project does not have to be **complete or be successful** in order for you to complete the project report. The focus is on how you have managed the project.
- If you have produced a separate “Organisation” report- please feel free to include this as supplementary documentation with your report.

Project Report	Suggested Layout
Executive summary	A complete summary of the whole report – <i>not included in word count</i>
Contents page	Contents page– <i>not included in word count</i>
Define: Introduction	These sections may be <ul style="list-style-type: none"> • directly drawn from the PID, and/or, • be a summary of sections and supporting documents from the PID
Define: Background	
Define: Aim(s) and objectives	
Design:	This section may be <ul style="list-style-type: none"> • directly drawn from the PID, and/or • be a summary of sections and supporting documents from the PID
Do:	Description of what was undertaken
Review: Apply appropriate knowledge and skills from your apprenticeship to the project.	Evaluation and Conclusion
Reference List	To MMU Harvard Standard - <i>not included in word count</i>

Assessment 1 - Checklist

The **Assessment checklist** below is a useful to guide to ensure that you are demonstrating the required skills throughout the project life-cycle.

Define/ Design/ Do	Checklist of topics/ Key elements to include in either your report & supplementary documentation	Tick box	Supporting documents
DEFINE: Have a clear purpose/goal based on a business problem/case	The project is endorsed by the employer		<p>Project Initiation Document - outlines the project management structure and plan in more details and should cover all of the elements within DEFINE and DESIGN. These elements may be addressed within the main text of the PID or may be contained within supplementary documents. Please also ensure that your PID contains a project sign-off sheet that is signed by your employer and your supervisor.</p> <p>The following are examples of supplementary documents you may wish to include:-</p> <p>Project Plan : outlines how the project will be delivered and managed, breaking deliverables down into stages. Identifies dependencies, resources and milestones. Includes a Gantt Chart, RACI matrix etc.</p> <p>Risk identification: Identifies project risks and steps taken to mitigate these. Risk matrix, risks and issues (RAID) log.</p> <p>Communications plan: Identifies key personnel relevant to the project and outlines how they will be involved. Includes stakeholder identification matrix</p> <p>Financial Plan : summary of costs and resources (Cost-benefit analysis).</p>
	The project is clearly defined		
	Purpose/goal are evident and relates to a relevant business case/need (i.e. not business as usual activities)		
	Objectives and deliverables are evident		
	A business valid case/problem had been identified and selected		
	There is clear alignment with organisational strategy/aims		
	The objectives and deliverables support the organisations strategic aims		
	Exclusions- clarity of what is/isn't included within the scope of the project.		
Assumptions			
DESIGN: Complete a clear project plan, including terms of reference, assumptions and consequences.	Evidence that a plan was created prior to the project start		
	Controls and milestones (for quality and delivery)		
	Communication plan (Stakeholders)		
	Project Organisation Structure		
	Define in detail the project deliverables		
	Defined beginning, middle and end gateways		
	Risk evaluation		
	Financial considerations		
DO: Analyse the key stages of the project, including on-project activities, and demonstrate how	Analysis of the project's key stages including on-project activities,		<p>The aspects under "DO" will be covered in your PROJECT REPORT.</p> <p>If you feel any of these aspects have not been covered or you would like to explore or evidence these aspects in more detail, you may wish to include supplemental documents in your report.</p>
	The use of project management tools.		
	Evidence of the ideas generated, the decisions taken		
	Evidence of the controls used during the project		
	Achievement of project outcomes (or discussion of progress)		
	Evidence of strategies to overcome Barriers/challenges		

they contributed to the achievement of the purpose/goal.	Evidence of how the unforeseen has been accommodated		
REVIEW:	Reviewing the whole		<p>The “REVIEW” will be covered in your PROJECT REPORT.</p> <ul style="list-style-type: none"> • Reviewing the whole – Evaluation of <i>your</i> project – here you should draw on <i>relevant</i> theories. • Remember that the project is called synoptic because it demonstrates the accumulation of the knowledge, skills and behaviours that have been developed across the apprenticeship. You may wish to refer to theories and literature from any of the units you have studied throughout your apprenticeship. • You may wish to use a reflective model to structure the review section • How was your project informed by the literature (e.g. stakeholder engagement, managing change) • Can theory explain what happened in practice? Are there the limitations to the theory? Are there conflicting theoretical approaches?

Assessment 1 - Supporting Documentation - PID

See also project checklist. Templates for documentation will be provided on Moodle, but you are encouraged to use templates from your organisations if they are suitable.

Project Initiation Document (PID)

A template is provided on Moodle. It is not essential to complete all the sections in the document. Aim to use the sections that enable you to best define your project. If you find that sections overlap, do not seem relevant or you are repeating yourself, feel free to delete or merge sections. Discuss with your tutor or supervisor if you are not sure.

Please ensure that you discuss your project with your line manager or mentor to ensure that:

- It is aligned to business needs and priorities
- You have access to any data or resources that are required as part of the project
- The project is manageable within the suggested timeframe.

Please also ensure that your PID contains a project sign-off sheet that is signed by your employer and your supervisor.

Assessment 1 - Other Documentation

Your Project Initiation Document should cover all of the elements within DEFINE and DESIGN. These elements may be addressed within the main text of the PID or may be contained within supporting documents which are not a part of the formal word count. They may include:-

- Project Plan: outlines how the project will be delivered and managed, breaking deliverables down into stages. May include, Gantt Chart, RACI matrix etc.
- Risk identification: Identifies project risks and steps taken to mitigate these. Risk matrix, risks and issues (RAID) log.
- Communications plan: Identifies key personnel relevant to the project and outlines how they will be involved. Includes stakeholder identification matrix
- Financial Plan : summary of costs and resources (Cost-benefit analysis).

These additional documents can also be used as supporting evidence in your apprenticeship portfolio that will be finalised in this unit. For example, you can use a financial plan as evidence in your business finance section of the portfolio etc.

Assessment 1 - Report - Marking Criteria

Grade range	Learning Outcome 1: Deliver a live management project in the workplace that is potentially subject to changing requirements or priorities, adopting problem-solving and project management methodologies to generate solutions. (Define, Design, Do)	Learning Outcome 2: Identify the factors responsible for success or failure of a business project through critical analysis, evaluation and self-reflection. (Review)	Learning Outcome 3: Critically evaluate the organisational impact of the project. (Review)	PL 02 Our graduates will be effective communicators using a range of media
86%-100%	An innovative workplace project is very meticulously designed, planned and carried out adopting appropriate problem-solving and project management methodologies to generate solutions. An inspiring contribution is made as a project manager.	The factors responsible for success or failure of the business project are evaluated through original and insightful self-reflection and critical analysis and with original and insightful critical reference to theory and practice.	The organisational impact of the project is evaluated with original and insightful use of evidence and/or accurate links between theory and practice.	The project report is creatively written and structured, with exemplary use of spelling and grammar. Outstanding use of citations to strengthen and underpin the decisions and thinking which inform the stages and actions within the project. Work is presented flawlessly and fluently.
70%-85%	An innovative workplace project is meticulously designed, planned and carried out adopting appropriate problem-solving and project management methodologies to generate solutions. A significant contribution is made as a project manager.	The factors responsible for success or failure of the business project are evaluated through insightful self-reflection and critical analysis and with insightful critical reference to theory and practice .	The organisational impact of the project is evaluated through insightful use of evidence and/or accurate links between theory and practice.	The project report is persuasively written and structured with meticulous spelling and grammar. Excellent use of citations to strengthen and underpin the decisions and thinking which inform the stages and actions within the project. Work is presented with accuracy and fluency.
60%-69%	A workplace project is designed, planned and carried out thoroughly adopting appropriate problem-solving and project management methodologies to generate solutions. A strong contribution is made as a project manager.	The factors responsible for success or failure of the business project are evaluated through clear self-reflection and critical analysis and with clear critical reference to theory and practice.	The organisational impact of the project is evaluated through strong use of evidence and/or accurate links between theory and practice	The project report is confidently written and structured, with rigorous use of spelling and grammar. Precise use of citations to strengthen and underpin the decisions and thinking which inform

				the stages and actions within the project. Work is presented with rigour and fluency.
50%-59%	A workplace project is designed, planned and carried out accurately adopting appropriate problem-solving and project management methodologies to generate solutions. A distinguishable contribution is made as a project manager.	The factors responsible for success or failure of the business project are evaluated through self-reflection and critical analysis and with reference to theory and practice.	The organisational impact of the project is evaluated through use of evidence and/or links between theory and practice	The project report is clearly written with accurate use of spelling and grammar, with minor errors in writing and structure. Thoughtful use of citations to strengthen and underpin the decisions and thinking which inform the stages and actions within the project. Work is presented carefully and consistently.
40%-49%	A workplace project is designed, planned and carried out adopting some appropriate problem-solving and project management methodologies to generate solutions. There is evidence of working effectively as a project manager.	The factors responsible for success or failure of the business project are evaluated with evidence of some critical analysis and self-reflection and with some reference to theory and practice.	The organisational impact of the project is evaluated with some evidence and/or links between theory and practice.	The project report is satisfactory, with adequate use of spelling and grammar with errors in writing and structure. Limited range of sources, with basic use of citations to strengthen and underpin the decisions and thinking, which inform the stages and actions within the project. Work is descriptive and presented adequately.
35%-39%	A workplace project is inadequately designed, planned and carried. There is limited evidence of any contribution as a project manager.	The factors responsible for success or failure of the business project are approached with little critical analysis or self-reflection and little reference to theory and practice.	Evaluation of the organisational impact of the project is approached with little use of evidence or links between theory and practice.	The project report is inadequate, with limited use of spelling and grammar. Limited range of sources drawn on and poor use of citations to strengthen and underpin the decisions and thinking which inform the stages and actions within the project. The project plan is approached haltingly or uncritically.
20%-34%	A workplace project is badly designed, planned and carried out. Methodologies are inappropriate. There is very limited evidence of any contribution as a project manager.	The factors responsible for success or failure of the business project are approached with very little critical analysis or self-reflection and very little reference to theory and practice.	Evaluation of the organisational impact of the project is approached with very little evidence or links between theory and practice.	The project report shows little or no communication skills – poor spelling and grammar, no structure or attention to presentation. Unacceptable use of citations to strengthen and underpin the decisions and thinking, which inform the stages and action within the project. Work presented is incoherent.
0%-19%	A workplace project is very badly designed, planned and carried out. Methodologies are inappropriate. Evidence of a negative or detrimental contribution as a project manager.	The factors responsible for success or failure of the business project are approached with no or almost no critical analysis, evaluation or self-	Evaluation of the organisational impact of the project is approached with no or almost no evidence or links between theory and practice.	The project report is creatively written and structured, with exemplary use of spelling and grammar. Outstanding use of citations to strengthen and underpin the decisions and thinking which

reflection and no reference to theory and practice.

inform the stages and actions within the project.
Work is presented flawlessly and fluently.

Assessment 2 – Portfolio 20%

Description

This assessment is worth 20% of the overall grade for this unit. Apprentices must:-

1. Complete their portfolio of evidence. The portfolio will have been developed throughout the apprenticeship. It brings together all the evidence collected by the apprentice to demonstrate their development. The portfolio is intended to capture the apprentice's learning and demonstration of skills and behaviours and against the CMDA apprenticeship standard. Within the degree, the portfolio will be assessed for quality and completeness and then forwarded to the End-Point Assessment (EPA) for the Degree Apprenticeship. All 16 RoEs must be completed.
2. Critically reflect on professional development. Apprentices will write an in-depth critical reflection with academic underpinning on an aspect of their development across the whole course. The word count is typically 800 words. It is recommended that a reflective model, such as Gibbs' is used to frame the reflection.

LO-4

Key Points to note for portfolio:

Format Structure: To submit Portfolio

- Please ensure that you have completed a Description on Evidence (RoE) pro-forma for each of the 16 competencies – referring to evidence.
- *For each competency, select the best pieces of evidence (2 or 3 pieces) which demonstrate your competency and development in each category.* Accompanying evidence to demonstrate how the standard is met should also be uploaded as separate documents. This can include a range of sources, for example: reports, presentations, emails and communications, CPD/reflective log, CPD plans, records of meetings, videos, 360-degree reviews, case studies, written work, performance reviews, project plans, risk registers, contingency plans, operational plans, resource management plans, questions and answers, sales and marketing plans, case study, observations.

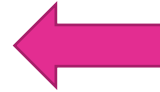
CMDA Standard: 16 x Competencies/Reflection on Evidence (RoEs)

Knowledge and Skills	Organisational Performance		Interpersonal and Personal Excellence	
	1. Operational strategy		6. Communication	7. Awareness of self and others
	2. Project management		8. Leading People	9. Management of self
	3. Business Finance		10. Managing People	11. Decision making
	4. Sales and Marketing		12. Developing Collaborative relationships	
	5. Digital business and new technology			
Behaviours	13. Takes responsibility	14. Inclusive	15. Agile	16. Professionalism

There is a template RoE form for each of the 16 competencies. A link to these can be found on the SBP Moodle page.

Example Reflection on Evidence Form

Operational Strategy	
Knowledge	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. Know how to manage change in the organisation
Skill	Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.

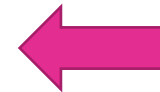


Knowledge & Skills description of each area (operational strategy, decision making, finance etc.)

Description of Evidence Provided: Brief description of how this evidence demonstrates your competency in this area of the standard. Please number all of your evidence separately.

- Suggested assignment: Leadership and Management of People

Evidence	Brief description (what does this demonstrate?)



Short description of your best evidence (2 to 3 pieces) to demonstrate your competency as outlined in the above standard e.g. *Knowledge & Skills*.

Action Plan for Continuous Development (150 words): what are you going to do next to continue developing this area?



Apply STAR (R) Technique - Situation, Task, Action & Response (also Reflection)

Action Plan: What are you going to do next? Identify areas for personal professional development and outline how you plan to address this e.g. mentoring, training etc.

Operational Strategy

Knowledge	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. Know how to manage change in the organisation
Skill	Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.

Example Reflection on Evidence Form

Description of Evidence Provided: Brief description of how this evidence demonstrates your competency in this area of the standard. Please number all of your evidence separately.

- Suggested assignment: Leadership and Management of People

Evidence	Brief description (what does this demonstrate?)

Action Plan for Continuous Development (150 words): what are you going to do next to continue developing this area?

Assessment 2 – Portfolio - Marking Criteria

Grade range	LO4 Critically reflect on professional development	
	Demonstrate an ability to critically reflect using a wide range of evidence and academic underpinning.	A portfolio, which evidences your professional development is assembled, organised and constructed.
86%- 100%	Evidence of original and insightful critical reflection on the apprentice's development with critical reference to theory and practice. Discussion is fully supported by an exemplary range of evidence.	The portfolio is meticulously planned and carried out. Work is presented creatively and fluently. The portfolio demonstrates the apprentice's ability to work as a mature professional in their work practice and has been developed to fully meet the requirements of the CMDA standard.
70%- 85%	Evidence of insightful critical reflection on the apprentice's development with critical reference to theory and practice. Discussion is fully supported with a good range of appropriate evidence.	The portfolio is meticulously planned and carried out. Work is presented fluently. The portfolio demonstrates the apprentice's ability to work meticulously and competently in their work practice and has been developed to fully meet the requirements of the CMDA standard.
60%- 69%	Evidence of critical reflection on the apprentice's development with critical reference to theory and practice. Discussion is supported by a good range of appropriate evidence.	The portfolio is thoroughly planned and carried out. Work is presented coherently. The portfolio demonstrates the apprentice's ability to work effectively and competently in their work practice and has been developed to meet the requirements of the CMDA standard.
50%- 59%	Evidence of reflection on the apprentice's development with reference to theory and practice. Discussion is supported by a range of appropriate evidence.	The portfolio is accurately planned and carried out. Work is presented clearly. The portfolio demonstrates the apprentice's ability to work confidently and competently in their work practice and has been developed to meet the requirements of the CMDA standard.
40%- 49%	Evidence of adequate reflection on the apprentice's development with some reference to theory and practice. An adequate range of appropriate evidence is referred to.	The portfolio is adequately planned and work is presented to a satisfactory standard with few errors. The portfolio demonstrates the apprentice's ability to work competently in their work practice and has been developed with reference to the requirements of the CMDA standard.

35%- 39%	Reflection on the apprentice's development is incomplete, inconsistent or inadequate with little reference to theory and practice. Supporting evidence is incomplete, inconsistent or irrelevant.	The portfolio is inadequately planned and poorly structured. The work is presented haltingly. The portfolio provides insufficient evidence that the apprentice's ability to work competently in their work practice has been developed with reference to the requirements of the CMDA standard.
20%- 34%	Reflection on the apprentice's development is inappropriate with little reference to theory and practice. Supporting evidence inappropriate or insufficient.	The portfolio is badly planned and unstructured. Presentation is incoherent. The portfolio provides very limited evidence that the apprentice's ability to work competently in their work practice has been developed with reference to the requirements of the CMDA standard.
0%- 19%	Unsuccessful reflection on the apprentice's development with no reference to theory and practice. Supporting evidence is absent or severely lacking.	The portfolio is very badly planned and unstructured. Presentation is incomprehensible. The portfolio provides no evidence that the apprentice's ability to work competently in their work practice has been developed with reference to the requirements of the CMDA standard.

Schedule and Key Milestones

Please see Moodle for schedule details. This will be updated throughout the course of the

Reading lists and further reading

The reading list below is designed to help support this unit. Here you will find a range of books, eBooks, journal articles and websites that you will find useful. Do not feel that you have to read everything, but start to tailor it in support of your assignment and associated workplace. Of course, don't feel limited to it either – it is always good practice to start to identify your own keywords and use the library gateway to identify specific journal articles.

In addition, throughout the unit, further reading will be suggested and may be reviewed in class.

Project CORE Text Books:

Heagney, J. (2016) Fundamentals of project management, 5th Edition, AMACOM: New York.
Full text available online MMU library

Association for Project Management (2019) APM body of knowledge. Association for Project Management: Princes Risborough. *Full text available online MMU library*

[Kerzner](#), H. (2018) *Project Management Best Practices: Achieving Global Excellence*, 4th Edition. Hoboken, New Jersey: Wiley.
3rd Edition available online MMU library

Project Further reading

Association of Project Management (2019). *APM Body of Knowledge (APMBoK)*, 7th Edition. Buckinghamshire: APM Knowledge.

Coghlan, D. & Brannick, T. (2014), *Doing Action Research in your own organization*, 4th Edition. Thousand Oaks, CA: Sage.

Heerkens, G. (2014) Project management, 2nd edition, New York: McGraw-Hill.

Full text available online MMU library

Kerzner, H. (2017). *Project management: a systems approach to planning, scheduling and controlling*. 12th edition, Hoboken: Wiley.

Full text available online MMU library

Lock, D. (2017). Project Management. Amsterdam: Elsevier.

Nicholas, J. M. and Steyn, H. (2017). *Project Management for Engineering, Business and Technology*. 5th edition, London: Routledge.

Full text available online MMU library

Pinto, J. K. (2020). *Project Management: Achieving Competitive Advantage*, 5th edition, London: Pearson.

Full text available online MMU library

Wickham, L. and Wilcock, J. (2016) *Management consulting: delivering an effective project*. 5th edition, Harlow: Pearson Education

Full text available online MMU library

Journals

Academic journals are a very important resource of information, containing the most up to date research in the field. Many of the core text are constructed on the basis of the findings published in these journals.

International Journal of Project Management:

<https://www.journals.elsevier.com/international-journal-of-project-management>

Project Management Institute Journal <https://www.pmi.org/learning/publications/project-management-journal>

Journal publications can be accessed via the MMU Electronic Library.

Portfolio and Reflection CORE Text Books:

Bolton, G. & Delderfield, R. (2018) *Reflective practice: writing and professional development*, Fifth edition, London: SAGE Publications Limited.

Full text available online MMU library

Portfolio and Reflection Further reading

Boud, D., Keogh, R. & Walker, D. (2015). *Reflection : turning experience into learning*, Abingdon: Routledge.

Full text available online MMU library

Bright, B. (1996) 'Reflecting on "Reflective Practice."'. *Studies in the Education of Adults*, 28(2), pp: 162-84.

Gibbs, G. (2001) *Learning by doing: a guide to teaching and learning methods*, Geography Discipline Network.

Full text available online MMU library

Imel, S. (1992) *Reflective Practice in Adult Education*, ERIC Clearinghouse on Adult Career and Vocational Education.

Full text available online MMU library

Kolb, D. A. (2014) *Experimental learning : experience as the source of learning and development*, New Jersey: Pearson.

Full text available online MMU library

Kottkamp, R. B. (1990) 'Means for Facilitating Reflection' *Education and Urban Society*, 22(2), pp:182-203.

Full text available online MMU library

Schon, D. A. (1994) *The reflective practitioner : how professionals think in action*, London: Routledge.

Full text available online MMU library

Other Useful Resources

The Open University, 2013. 'Activity 12: What is reflection?

www.open.edu/openlearn/ocw/mod/resource/view.php?id=13992

Williams, K., Woolliams, M. and J. Spiro (2012). *Reflective Writing* [Pocket Study Skills]. Basingstoke: Palgrave Macmillan

University of Cumbria, 2016. 'Gibbs' reflective cycle' Guide.

<http://my.cumbria.ac.uk/Public/LISS/Documents/skillsatcumbria/ReflectiveCycleGibbs.pdf>

Gov.uk guide to competences and STAR method, <https://www.gov.uk/guidance/a-brief-guide-to-competencies>

CMI guide to Gibbs' model.

<http://mde.managers.org.uk/members/content.aspx?lj=false&id=84747>

Important Notes on Citations and Referencing

- Ensure you cite all your sources.
- Please use the MMU Harvard method of referencing and citation. Please refer back to your introduction to referencing sessions. There is an excellent library on-line guide here: <https://libguides.mmu.ac.uk/refguide>

- Ensure that when you lift text from another source and include it in your assignment it is placed in quotation marks with an appropriate citation.
- If you paraphrase from a text you do not require quotation marks, but ensure it is sufficiently different from the original and include the citation.
- It is not appropriate when using the literature to support your work that you make too many direct quotations. This style does not allow you to demonstrate your understanding and can disrupt the flow of your arguments. It is a much better academic writing style to summarise or paraphrase the quotation and reference it accordingly.
- Do not quote material out of context. This often occurs when you take a very short quotation and then incorporate it into your written work.
- Avoid using a quotation and then summarising the quotation in your own words. This is very repetitive. It leads to a lack of focus and can eat considerably into your assignment page allocation. This can prevent you from generating enough detail in the rest of your assignment.
- Try to avoid using secondary referencing, e.g. "Jones 2002 cited by Smith 2003". This is not considered to be best academic practice especially if you are able to access Jones 2002 directly.