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PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MODULE SPECIFICATION FORM

Module Title: Management of Evidence Based Practice.	Level: 5	Credit Value: 20

Module code: YCW503	Semester(s) in which to be offered: 1	With effect from: Sept 2011

Existing/New: EXISTING	Title of module being replaced (if any):

Originating Subject: Youth and Community	Module Leader: Brandon Wells

Module duration 200 Contact hours 40 Directed study 80 Self directed Study 80	Status: core/option/elective (identify programme where appropriate): CORE

Percentage taught by Subjects other than originating Subject (please name other Subjects) 0%

Programme(s) in which to be offered: BA (Hons) Youth and Community Work	Pre-requisites per programme (between levels): NONE	Co-requisites per programme (within a level): Part-time students only fieldwork module 'Effective Practice'.

Module Aims:
To:
1. Act as a bridge in developing the professional skills, knowledge and values between the level 4 and level 5 fieldwork placements.
2. Develop understanding of management theory and knowledge and its application to the delivery of effective youth and community practice
3. Equip students with skills and knowledge of research methods and data collection for youth and community practice.

Expected Learning Outcomes
At the end of this module, students should be able to:
Knowledge and Understanding:
1. Apply critical and reflective analysis to the development of their own professional practice
2. Demonstrate understanding of the application of management theory and staff development processes in youth and community settings.
3. Understand how to plan, organise, implement and evaluate a project that meets the needs

of service users and is in line with ethical professional practice as described in the National Occupational Standards.

4. Select appropriate research methods to study and enhance professional practice.

Transferable/Key Skills and other attributes:
- Planning, organising and evaluating abilities;
- Group and individual negotiation strategies;
- Leadership, communication and interpersonal skills;
- Collate and interpret data based upon the available evidence;

Assessment:
Please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of_ indicative assessment tasks must be included***.
Written assignments:
(1) Essay to integrate new insights on management into preparation for their placement in semester two. 'Explore the potential conflicts for a manager between managing resources and managing people. Use an appropriate management tool to analyse your own abilities in these areas.' (60%)
(2) Critique to analyse one of four topical journal articles identified by tutor to show student understanding of applying research to the development of youth and community practice. The critique needs to analyse both the subject matter and research methods. (40%)

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
Task One	1, 2, 3	Essay	60%	-	2000
Task Two	1, 4	Critique of one of selected 4 journal articles	40%	-	1000

Learning and Teaching Strategies:
A combination of lectures and group work exercises that address the three module areas: preparation for professional practice, understanding of management theory and its application to practice; and introduction to research methods in preparation for the third placement.
Through lectures and interactive exercises students will be introduced to project management structures (Purpose (Mission) Statements, Aims, Objectives, Delivery and Evaluation) and techniques such as needs analysis, Forcefield and SLOT/PEST analyses; Gantt charting of Critical Pathways. Group work discussion and tutorials will support the learning process.

Syllabus outline:
- Debrief of learning from first fieldwork placement and preparation for second fieldwork placement; explanation of second placement requirements and production of placement CV
- Critical evaluation of self and situations through exploration of ethical dilemmas, professional issues and critical incident analysis
- Introduction to supervision and the supervisory relationship
- Staff development, induction, recruitment and selection, performance appraisal
- Multi-agency and inter-professional partnership working

Approved by APSC 9th September 2011

- Team work and roles (Belbin, etc); managing conflict
- Management theory and systems and their application to project management, (needs analysis, planning cycle, managing interventions, record keeping and routine administrative tasks)
- Managerialism, quality assurance and performance indicators
- Designing a research study (from proposal/ research question to discussion of findings and making recommendations)
- Literature review to shape developmental project on second placement and study at level 6.
- Research methods and data collection
- Examples of critiquing journal articles to discuss action research and evidence based practice

Bibliography
Key Texts:
Bell. J   2007, Doing your Research Project, Buckingham: OU Press
Cole, G.A.   2007, Management Theory and Practice, Letts, London.
Harrison, R et al,   2007, Leading Work with Young People, OU Press, Buckingham
Hawkins P., Shohet R.1989 Supervision in the Helping Professions, OU Press, Buckingham
Tyler M., Hoggarth L., 2009, Managing Modern Youth Work, Learning Matters, Exeter
Merton B.,

Other Reading:
Adair, J   2005, How to Grow Leaders, Kogan Page, London.
Armstrong, M and   2005, A Handbook of Management and Leadership Kogan Page,
Stephens,T   London.
Barrow C et al   2004, The Business Plan Workbook, Kogan Page, London.
Denscombe, M.   2008, The Good Research Guide, Palgrave, London.
Drucker, P.   1993, Managing the Non – Profit Organisation, Butterworth
                                                                                       Heineman, London.
Handy C.,   1986, Understanding Organisations, Penguin, London
McKimm J. and,   2009, Leadership and Management in Integrated Services, Learning
Phillips K.   Matters, Exeter
Sapin, K.   2009, Essential Skills for Youth Work Practice, Sage, London