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| <b>Module Code:</b> | BUS470 |
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|----------------------|--------------------------------|
| <b>Module Title:</b> | The Confident Practice Manager |
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|               |   |                      |    |
|---------------|---|----------------------|----|
| <b>Level:</b> | 4 | <b>Credit Value:</b> | 40 |
|---------------|---|----------------------|----|

|                        |      |                    |        |
|------------------------|------|--------------------|--------|
| <b>Cost Centre(s):</b> | GDZB | <b>JACS3 code:</b> | N900   |
|                        |      | <b>HECoS code:</b> | 100078 |

|                |      |                       |             |
|----------------|------|-----------------------|-------------|
| <b>Faculty</b> | FSLS | <b>Module Leader:</b> | Emma Taylor |
|----------------|------|-----------------------|-------------|

|                                       |                |
|---------------------------------------|----------------|
| Scheduled learning and teaching hours | 72 hrs         |
| Guided independent study              | 328 hrs        |
| Placement                             | 0 hrs          |
| <b>Module duration (total hours)</b>  | <b>400 hrs</b> |

*Guidance - normally, the university would expect to see the following amounts of contact time and independent learning time for taught modules as part of its Modular Curriculum Framework;*

| Level   | Credit volume | Overall learning hours | Contact learning hours | Independent learning hours |
|---------|---------------|------------------------|------------------------|----------------------------|
| Level 3 | 20 credits    | 200 hrs                | 40                     | 160                        |
| Level 4 | 20 credits    | 200 hrs                | 36                     | 164                        |
| Level 5 | 20 credits    | 200 hrs                | 30                     | 170                        |
| Level 6 | 20 credits    | 200 hrs                | 24                     | 176                        |
| Level 7 | 20 credits    | 200 hrs                | 21                     | 179                        |

| Programme(s) in which to be offered (not including exit awards)  | Core | Option                   |
|--|------|--------------------------|
| Stand alone module aligned to BA (Hons) Business for QA purposes | ✓    | <input type="checkbox"/> |

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| <b>Pre-requisites</b>  |
| The individual is required to working as a practice manager or deputy practice manager within a health or social care environment. |

**Office use only**

Initial approval: 04/09/2019  
 With effect from: 04/09/2019  
 Date and details of revision:

Version no:1  
  
 Version no:

## Module Aims

Practice Managers need to demonstrate a wide range of skills given their role and responsibilities not just currently but into the future. Business demands, changes to services, a greater emphasis on staffing matters, managing patient safety, working within more restrictive budgets and the overseeing of increasing regulatory requirements means those in the position need to ensure they are resourceful, innovative, business-minded and open to change.

The aim of this module is build and foster these key skill sets and enable Practice Managers to develop an adaptable and flexible approach to challenges within their practice and the local healthcare community.

## Intended Learning Outcomes

Key skills for employability

|      |   |
|------|---|
| KS1  | Written, oral and media communication skills  |
| KS2  | Leadership, team working and networking skills                                      |
| KS3  | Opportunity, creativity and problem solving skills                                  |
| KS4  | Information technology skills and digital literacy                                  |
| KS5  | Information management skills   |
| KS6  | Research skills   |
| KS7  | Intercultural and sustainability skills   |
| KS8  | Career management skills  |
| KS9  | Learning to learn (managing personal and professional development, self-management) |
| KS10 | Numeracy  |

### At the end of this module, students will be able to

### Key Skills

| At the end of this module, students will be able to |  | Key Skills |      |
|---|--|------------|------|
| 1   | Describe traditional and contemporary leadership styles and reflect on their own leadership style in practice        | KS1        | KS2  |
|   |  | KS9        |      |
|   |  |            |      |
| 2   | Evaluate their understanding of group dynamic, power and influence in practice                                       | KS2        | KS3  |
|   |  | KS5        |      |
| 3   | Evaluate the value of people management and coaching and mentoring skills within their own organisation              | KS2        | KS3  |
|   |  | KS4        | KS5  |
|   |  | KS6        | KS7  |
| 4   | Demonstrate their understanding of planning tools and techniques for managing change including action planning tools | KS1        | KS2  |
|   |  | KS3        | KS4  |
|   |  | KS6        | KS7  |
|   |  | KS8        | KS10 |

### Transferable skills and other attributes

*Independent research skills*  
*Influencing, persuasion and negotiation skills*  
*Communication skills including verbal and written methods*  
*Problem solving*  
*Working with other and group facilitation skills*  
*Project and people management skills*  
*Coaching and listening skills*  
*Stakeholder engagement and management skills*

## Derogations

*none*

### Assessment:

#### Indicative Assessment Tasks:

Assessment 1: The portfolio is comprised of a series of tasks which are undertaken during the programme of study and enable the student to develop and reflect on their own skills and their own organisation as well as the healthcare system as a whole.

#### Task 1:

Online Discussion forum post

Identify three challenges facing you or your practice currently. Explain the context of each of these challenges and the impact of these challenges on your patients and service (1,000 words)

#### Task 2:

Online discussion forum submission

Describe your practice? What services do you offer? What is your patient base like? What are your challenges? (300 words)

#### Task 3:

Online Discussion forum

Identify one objective or aim for your Cluster? Does this map to the priorities, aims or objectives for your practice? (250 words)

#### Task 4:

Online reflective statement

Consider your leadership style and the results of the psychometric test you completed. Is this an accurate representation of yourself? Were there any surprises? Did you learn anything new? Is there anything that you will change going forwards? (750 words)

#### Task 5:

Multiple Choice Questionnaire using click view

Watch the Difficult Conversation video and complete the Multiple Choice and short answer questions on the screen (15 minutes)

#### Task 6:

Action plan

Submit an action plan for tackling ONE change you wish to see in your own organisation using one of the action planning templates and toolkits (750 words)

#### Task 7:

In class Facilitated group discussion:

As a group develop an action plan around a challenge/objective from your cluster as provided by the team. (1 hour discussion session with action plan of 500 words per group)

#### Task 8:

Write a short reflective statement on what you have learned throughout the course and what you will be doing differently moving forwards using Driscoll's model of reflection. (1,000 words)

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration or Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|---------------|---|
| 1                 | 1-4                         | Portfolio          | 100%          | 5,000   |

## **Learning and Teaching Strategies:**

This module will be delivered using a combination of face to face workshops, group activities and practical exercises, Psychometric tools, practical toolkits, action learning sets and online structure activities including discussion forums, interactive videos and other interactive resources. The course will utilise real life scenarios and challenges faced by delegates within their organisations to apply the knowledge. There will be a substantial element of online learning, during which students will consolidate learning, undertake research for assessments, participate in discussion forums, and work with peers to complete group activities.

## **Syllabus outline:**

### Primary Care model

- Primary Care Model for Wales
- Health strategies and demographics
- Challenges in Primary Care
- Primary Care services and roles
- GP clusters- roles and origins

### Understanding people

- Self-awareness and psychometric tools
- Leadership and communication styles
- Coaching and mentoring
- Motivation
- Team formation and cohesion

### Power and Influence

- Influencing styles
- Negotiation principles
- Micro-behaviours
- Managing conflict
- Group dynamics
- Power dynamics in meetings

### Leading through change

- 4 pillars of leading through change
- An introduction to transformational change
- Action planning and project management
- Barriers to change and how to overcome them
- Change matrix for stakeholders

### Community and Patient engagement

- Stakeholder engagement fundamentals
- What matters
- Who are your stakeholders?

### Your learning journey

- Reflective practice
- Driscoll's model of reflection
- Developing reflective practice within your workplace
- Learning vs training
- Developing a learning culture

**Indicative Bibliography:****Essential reading**

Gopee, N & Galloway, J. (2017) 3<sup>rd</sup> Ed. Leadership and Management in Healthcare. Sage. London

Coward, B (2008) 2<sup>ND</sup> Ed. Succeeding as a Practice Management Team. Health Press Ltd. Oxford

**Other indicative reading**

Sommers, L.S & Launer, J. (2014) Clinical Uncertainty in Primary Care: The Challenge of Collaborative Engagement. Springer. London

Primary Care One website: <http://www.primarycareone.wales.nhs.uk/home>

Primary Care Roles in Wales: <http://www.primarycareone.wales.nhs.uk/primary-care-roles-in-wales>

Compendium of emerging roles and models in primary care:

<http://www.nwssp.wales.nhs.uk/compendium-of-emerging-roles-and-models->

Compendium of roles – new additions:

<http://www.primarycareone.wales.nhs.uk/sitesplus/documents/1191/Compendium%20of%20Roles%20New%20Additions.pdf>