

Module specification

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Module Code	HLT715
Module Title	Inner and Outer Work for Professional Development and Social Change
Level	7
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	101317; 100088
Cost Code	GAHW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Public Health, Mental Health and Wellbeing	Core
MSc Leadership for Wellbeing	Core
PgDip Public Health, Mental Health and Wellbeing	Core
PgDip Leadership for Wellbeing	Core

Pre-requisites

None.

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	30 hrs
Placement / work based learning	30 hrs
Guided independent study	240 hrs
Module duration (total hours)	300 hrs

For office use only	
Initial approval date	15 th Oct 2024
With effect from date	Sept 2025
Date and details of revision	
Version number	1



Module aims

Working and leading in public health / services requires resilience and strong adaptive coping mechanisms to thrive. Workforce wellbeing is a major concern in these sectors, with high levels of physical and mental ill-health and burnout exacerbating pressures and contributing to recruitment and retention problems. At the same time, there is increasing recognition of the potential for 'inner work' to catalyse the social change needed to meet national and international wellbeing goals. Learners on this module will be supported to consider the inner qualities, such as compassion, fortitude, and ethical integrity, as well as practical skills and capabilities, that may benefit their leadership / practice, and be afforded the opportunity to cultivate these through undertaking inner and / or outer work.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Critically appraise the nature and value of inner and outer work for professional development and social change.
2	Systematically identify personal areas of strength and for development.
3	Propose effective strategies to utilise / cultivate personal areas of strength and for development.
4	Complete 30 hours of either inner or outer work.
5	Demonstrate the development of personal qualities, skills and / or capabilities through undertaking either inner or outer work.

Assessment

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Learners will be required to write a 1,000-word 'micro' essay that considers the nature and value of inner and outer work for professional development and social change.

Assessment 2: Learners will be required to produce a portfolio of evidence (equivalent to 4,000-words) that demonstrates their personal and professional development through the undertaking of reflective practice and 30 hours of inner and / or outer work.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1	Written Assignment	20
2	2, 3, 4, 5	Portfolio	80

Derogations

None.



Learning and Teaching Strategies

Learners will be required to engage with the Active Learning Classroom (ALC) (approximately 1.5 hours), either by attending the session live, or watching the recording in their own time. Alongside this, both live and online learners will be required to undertake directed study tasks provided on the Virtual Learning Environment (VLE) (approximately 1.5 hours), which may include engaging with discussion forums, reading / watching material and answering questions, and reflective / creative activities. As part of this module learners will also be required to undertake 30 hours of 'inner' and/or 'outer' Work-Based Learning (WBL). Learners will self-select how the 30 hours are allocated between the two forms of work, focusing exclusively on one type if they wish to.

Within the context of this module 'inner work' is understood as 'deliberate and ongoing reflective practice that increases awareness of self, others, and the systems in which complex social problems arise' (Synergos, 2024, nd). To do this, learners will be supported to reflect via the modes, and in the environment(s), that work best for them. For example, a learner may choose to 'look inward' via journaling, meditation, walking, creative activities or some combination of these, and do this either at home, in nature, or as part of a group/course. It is important to note that the parameters of this will be to facilitate learning related to the learners' leadership / practice, and not for therapeutic purposes to explore current or previous personal challenges. Where this may arise and interfere with the desired learning, learners will be encouraged to access relevant University or community support services and may be required undertake outer work only for the module.

For any outer work undertaken, learners will self-select the organisation(s) with which they undertake their WBL hours to enable them to meet their personalised development needs and goals. Learners will receive support from the University and programme team where appropriate to secure their WBL opportunity(ies). In cases where learners wish to undertake their hours within their current place of work, this will be permissible. Depending upon the nature of the WBL, learners may be required to receive DBS clearance undertaken by the University or through their chosen WBL provider. Any convictions revealed by a DBS check could mean particular WBL opportunities are closed to learners. Where DBS clearance is required, the University will organise and finance this.

To ensure learners are suitably guided and supported through their WBL hours, they will be required to develop a learning contract for approval by the Module Leader. Learners will either be allocated, or personally identify, a mentor to oversee their WBL hours. The exact process for this will depend upon the WBL chosen by the learner and learning contract developed. The mentor will be asked to provide any relevant feedback for the learner on the completion of their WBL hours. The learning contract and mentor feedback will be included in learners' portfolio, alongside evidence of their learning in a suitable and meaningful way.

The remainder of the module hours should be dedicated by learners to developing and consolidating their knowledge and understanding through independent reading, as well as working on the assessment.

Support mechanisms in place for learners on this module include:

- Written and verbal assessment guidance.
- Access to tutorials with the Module Leader.
- Access to Learning Skills and / or Inclusion Teams.
- Access to Student and Campus Life services.
- A WBL mentor to oversee WBL hours.

- Access to WU's Careers and Employability services.

Indicative Syllabus Outline

- Nature and value of inner work and outer work
- Secular ethics and universal responsibility
- Reflective practice
- Personal, academic and professional development planning
- Compassionate and trauma-informed practice and leadership
- Mentoring and coaching
- Communication and conflict resolution
- Civility and psychological safety
- Clinical supervision and other professional support
- Building and maintaining relationships

Indicative Bibliography:

Essential Reads

Thompson, S. and Thompson, N. (2023), *The Critically Reflective Practitioner*. 3rd ed. London: Bloomsbury.

Other indicative reading

Connor, M. and Pokora, J. (2017), *Coaching and Mentoring at Work: Developing Effective Practice*. 3rd ed. London: Open University Press.

Edmondson, A. (2019), *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth*. Hoboken, New Jersey: Wiley.

Milne, D. and Reiser, R. (2020), *Supportive Clinical Supervision: Enhancing Well-being and Reducing Burnout through Restorative Leadership*. West Sussex: Pavilion Publishing & Media.

Rosenberg, M. (2015), *Non-Violent Communication: A Language of Life*. 3rd ed. Encinitas, CA: PuddleDancer Press.

Treisman, K. (2024), *Trauma-Informed Health Care: A Reflective Guide for Improving Care and Services*. London: Jessica Kingsley Publishers.

West, M. (2021), *Compassionate Leadership: Sustaining Wisdom, Humanity and Presence in Health and Social Care*. London: Swirling Leaf Press.