

## Module specification

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Module code	NHS7C3
Module title	Developing Professional Practice and Leadership
Level	7
Credit value	20 credits
Faculty	SLS
Module Leader	Vic Graham
HECoS Code	100246
Cost Code	GANG

### Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Professional Practice in Health	Core (Also to be offered as a Stand Alone module)
MSc Health Sciences	Core
PGCert Compassionate Leadership	Option

### Pre-requisites

None

### Breakdown of module hours

Learning and teaching hours	21 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
<b>Total active learning and teaching hours</b>	<b>21 hrs</b>
Placement / work based learning	0 hrs
Guided independent study	179 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	22/03/21

For office use only	
With effect from date	September 2021
Date and details of revision	17/09/2021 – added MSc Health Sciences to programme titles July 2025 – added PGCert Compassionate Leadership to programme titles for implementation from Sep 2025
Version number	3

## Module aims

This module enables students to evidence their personal and professional development, creating the link between theory and contemporary practice. The students will explore relevant theories on leadership and effective team working to support their professional practice the future, whilst reflecting critically upon current health and social care policy underpinning the organisation where they work. An understanding of emotional intelligence linked to interprofessional working will be examined and linked to the development of a resilient workforce to offer best practice to service users and fellow team members. This module aims to cement the underpinning attributes of personal and professional development into the student's postgraduate educational journey.

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

1	Critically reflect on experiences, past learning, and achievements to enhance recognition of lifelong learning and how it relates to the maintenance of personal professional skills, whilst identifying development needs.
2	Evaluate current drivers within health and social care policy linked to current workplace organisational issues and their impact upon service users and/or staff within their own area of practice.
3	Critically examine their own leadership style and resilience linked to their current work within the health and social care sector.
4	Assess and critically reflect upon effective team working linked to emotional intelligence theories within their own team and area of health and social care practice.

## Assessment

Indicative Assessment Tasks:

### Formative Assessment:

Students will submit a synopsis of their role within a health or social care setting, to include a personal development plan (max 500 words).

### Summative Assessment:

Students will submit a reflective portfolio consisting of four 1000 word pieces of reflection. Collectively, the four pieces of reflection may then be used to meet their PSRB reflective practice requirements and links to professional and employability benefits. Students will be encouraged to use an academic reflective model and expected to link current evidence to their personal reflections. The four areas of reflection will include: current health policy linked to workplace, leadership, resilience, and team working linked to emotional intelligence. It is anticipated the four shorter pieces of reflection offer students studying in semester one: year one, an opportunity to build their academic skills and confidence as they engage with their postgraduate studies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1-4	Portfolio	100%

## Derogations

The following derogation will apply for students undertaking the MSc Professional Practice in Health:

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

## Learning and Teaching Strategies

This module will be delivered via a 'blended learning' approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, quizzes, case studies, group tasks, workbooks, key readings, reflective activities or other appropriate learning activity, will be made available on the Virtual Learning Environment on a weekly basis. The Flipped classroom approach will be utilised as far as possible to maximise the learning opportunities during synchronous sessions. Timetabled 'live' seminars/ sessions may be held (either in a physical classroom or via an online platform), in order to facilitate discussion and debate and support students to progress with their learning. These will be recorded when appropriate and made available on the VLE, encouraging deep learning by enabling content to be revisited and reflected on at a time suitable for the student.

## Indicative Syllabus Outline

- Reflective practice/writing
- Leadership theories
- Effective team working and leading effective teams
- Negotiation and challenging situations
- Understanding organisational culture and its impact on care delivery
- Current healthcare policy
- Interprofessional working
- Resilience
- Emotional intelligence
- Tools for self-analysis and individual planning

## Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads

Bolton, D. & Delderfield, R. (2018) Reflective Practice: Writing and Professional Development. 5<sup>th</sup> Edition. Los Angeles; Sage

### Other indicative reading

Barr, J. & Dowding, L. (2019) Leadership in Health Care; 4<sup>th</sup> Edition. Los Angeles; Sage.  
[Available in WGU Library]

General Medical Council (2016) [Professional Behaviour and Fitness to Practise: guidance for medical schools and their students](#). [Available online]

Health & Care Professions Council (2014) [Professionalism in Healthcare Professionals](#). [Available online]

Moon, J. (2004) [Reflection and Employability](#). York; LTSN. [Available online] \*Note: This text is still cited as current in this area of knowledge\*

Nursing and Midwifery Council (2018) [Enabling Professionalism in Nursing and Midwifery Practice](#). [Available online, also available in [Welsh](#)]

Welsh Government (2017) [Code of Professional Practice for Social Care: Social Care Wales](#). [Available online]

Wrexham Glyndwr University (2020) [Harvard Referencing: The Wrexham Glyndwr University Guide](#). [Available online]

## **Employability skills – the Glyndwr Graduate**

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Each module and programme is designed to cover core Glyndwr Graduate Attributes with the aim that each Graduate will leave Glyndwr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

### **Core Attributes**

Engaged  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation  
Leadership and Team working  
Critical Thinking  
Emotional Intelligence  
Communication