Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

POST-GRADUATE CERTIFICATE IN PROFESSIONAL PRACTICE (CLINICAL LEADERSHIP)

WALES INSTITUTE for WORK-BASED LEARNING

FACULTY OF BUSINESS AND MANAGEMENT

2017-2018

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study in the academic year 2016 - 2017.

The University has made every effort to make the information as full and as accurate as possible. Changes will be kept to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT MEMBERS OF STAFF

The following members of staff will be involved in your Programme of Study:

Head of the Wales Institute for Work-based Learning (WIWBL):
Dr Annette Fillery-Travis

Annette's career has combined senior research leadership with a passion for professional education and coaching. Previously she was head of assessment and learning for a range of Master Degree Programmes at the Professional Development Foundation, and was Associate Professor within the Professional Doctorate team at Middlesex University's Institute of Work Based Learning. She has research specialisms in coaching and leadership, and won EU funding for a cross-European research project on DProf supervision (SUPERProfdoc) with MSM (NL), Trinity Dublin (IRE), ADAPT (IT) with associate support from the University of South Carolina.

Julie Crossman

Julie works as a Lecturer within the Wales Institute for Work-based Learning (WIWBL) and is a keen advocate for personal and professional development. With ten years' experience as a manager in a range of industries, she embarked upon a change of direction when she gained a teaching qualification. Since graduating she has operated primarily in the work-based learning sector, ten years of which were within FE where her main responsibilities were developing and delivering learning and development programmes. Predominant subjects delivered include leadership and management and, latterly coaching and mentoring, and she has a wealth of experience supporting NHS staff through a range of qualifications.

Julie is a qualified executive coach, has an MA in Professional Development, Education and Training and is also a Chartered Member of the Chartered Management Institute. Julie is the University of Wales Trinity Saint David (UWTSD) Lead for the Postgraduate Certificate in Professional Practice (Clinical Leadership).

Dr Christine Davies

Education has been a primary focus of Dr Christine Davies' career, and she has taught in secondary schools, FE, and HE, including Swansea University's College of Medicine. She has also had significant involvement with teacher training, including a period as Programme Leader for the Teach First teacher training Programme at UWTSD. In the early stages of her career, she undertook research in biomedical sciences, and her PhD degree is in the field of respiratory physiology. In more recent years she has taken on roles related to professional development, particularly in relation to Technology-Enhanced Learning, and this was the focus of posts within Jisc and as Senior Lecturer at the University of Glamorgan. She continues to have research interests in the fields of technology to support learning. Christine is currently a Senior Lecturer in Work-Based Learning at UWTSD, a role that has involved producing Welsh Government resources for professional learning, and teaching elements of research methodology on several WIWBL programmes. She is the Programme Director for the Professional Doctorate programme.

Andy Edwards

Andy Edwards is a Workforce Development Teaching Fellow, and Mentor to learners on Postgraduate programmes.

Andy is a former chief officer with thirty two years' experience within the police service, having served with two Welsh police forces in a variety of operational and administrative roles. He has a wealth of command experience and has been responsible for leading police and multi-agency operations ranging from the investigation of serious crimes in action, counter terrorism operations, firearms operations, cold case homicide reviews and public protest through to the management of critical incidents, complex internal investigations and the development of all Wales policing strategies.

As the country's first regionally appointed chief officer he developed collaborative working between the four police forces in Wales, leading joint approaches in a range of operational and organisational support functions. Acknowledged as an enthusiastic developer of people he led on the attainment by Dyfed-Powys Police of numerous Charter Mark and Investors in People awards.

He has interests in leadership development, organisational cultures and reflective practice. He is a Member of Chartered Management Institute (CMI), and is also a Non-Executive Director of three organisations, one a large commercial concern, one a pan Wales charity and the third an oversight committee.

Nick Samuel

Nick has over 30 years' experience working for multinational, blue-chip, manufacturing organisations in the magnetic media, healthcare and personal care sectors. During his time in manufacturing, over 25 years were spent in supervision and management, with the last 10 years being spent in the Human Resource, Learning and Development and Community Relations arenas. Since leaving manufacturing, Nick has worked in Higher Education, initially as a Workforce Development Teaching Fellow and latterly as a Lecturer in Workforce Development.

Nick has extensive experience in the use of Psychometric tools, and is an accredited practitioner for Myers Briggs, Insights and SHL's OPQ32. He has an MSc in Human Resource Management, BSc in Science and Technology, is trained as a Six Sigma Green Belt and is a Chartered Fellow of the Chartered Institute of Personnel and Development.

Contact details for Programme Director at UWTSD are:

Julie Crossman
julie.crossman@uwtsd.ac.uk
01267 225178

ADMINISTRATIVE PROCEDURES

Details of the administrative procedures are contained in the *University Regulations – Postgraduate Student Guide, available at: http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/CP-University_Regulations_Postgraduate_Taught_Student_Guide_Sept_2015_FINAL.pdf* . All relevant forms (e.g. assignment submission form, extenuating circumstances form) can be found in the postgraduate student section on the University's VLE and / or on the University's intranet at http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/
Contact details for the Faculty office administrative lead for the programme of study:
Ann Beaumont, WIWBL Administrative Officer
A.Beaumont@uwtsd.ac.uk; 01267 676882

ACADEMIC YEAR 2017/2018

For many UWTSD programmes, the academic year is divided into two semesters. However, the Post-graduate Certificate in Professional Practice (Clinical Leadership) makes use of a rolling programme organised by Academi Wales.

Examination Boards: over the coming year these will be held in October, February, and May.

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct module. Failure to register properly or update your records in light of any changes to your personal details is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- not being able to borrow materials from the Library and Learning Resources;
- not being able to use the Information Technology services;
- failure to contact you in an emergency;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

MODULAR TERMINOLOGY

Programme of Study (Course)
A Programme of Study or course is the collection of modules leading to a particular award.

Module
A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module Credit Rating
Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Level of Study
A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master's level, which is called Level 7 in the National Qualifications Framework, may be defined as follows:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

Credit and Qualification Framework for Wales Level Descriptors, Level 7

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work. Understand different theoretical and methodological perspectives and how they affect the area of study or work.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and their short- and long-term implications.	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.

ASSESSMENT: GENERAL POINTS

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so and can also submit their work in Welsh.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Please note that it is not possible to extend submission deadlines. Assignments can be accepted up to 1 week after the deadline, but not subsequently. Late submissions are marked as usual, but the mark awarded is capped at the pass-mark (i.e. 50%).

Extenuating Circumstances
If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website: http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/. The current regulations indicate that claims can be submitted in advance of submission deadlines, and up to 15 days after a deadline. You are welcome to email Julie Crossman, Programme Director, for further details of the process (julie.crossman@uwtsd.ac.uk).

Special needs in terms of assessment
If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of learners with special needs: http://www.uwtsd.ac.uk/services-for-disabled-students/

Academic Appeals
Information relating to how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website: http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed: http://www.uwtsd.ac.uk/student-services/

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website: http://www.uwtsd.ac.uk/academic-office/

Responsibilities of learners in relation to the assessment process

As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, Learners are responsible for ensuring that:

i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
ii) They attempt every assessment component of a module.
iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral presentations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
iv) They submit work for assessment as required and in accordance with the required format and deadline.
v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.

vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
viii) They keep a copy of work presented for assessment wherever feasible.
ix) They make their work available for sampling for external examining purposes and for archiving.

PROGRAMME OF STUDY

Programme Specification for Postgraduate Certificate in Professional Practice (Clinical Leadership)

This programme is delivered by Academi Wales, but accredited by UWTSD. All assessment is undertaken by UWTSD.

Educational Aims

- To provide learners with the knowledge and skills necessary to deliver effective clinical leadership.
- To enable learners to pursue an individual work-based leadership project which improves health care services

Programme Outcomes

On completing this programme learners at level 7 would achieve the following outcomes:

Knowledge and Understanding

K7.1 Has a deep and systematic understanding across a trans-disciplinary field of studies appropriate to their professional endeavours.

K7.2 Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way knowledge and practice is interpreted.

Cognitive Skills

C7.1 Uses ideas at a high level of abstraction.

C7.2 Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.

C7.3 Designs and undertakes substantial investigations to address significant areas of theory and/or practice.

C7.4 Selects appropriate advanced methodological approaches and critically evaluates their effectiveness.

C7.5 Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.

C7.6 Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

Performance and Practice

PP7.1 Autonomously adapts performance to multiple contexts.

PP7.2 Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.

PP7.3 Works effectively with multiple teams as leader or member. Clarifies tasks and make appropriate use of the capacities of team members resolving likely conflict situations before they arise.

PP7.4 Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

Personal and Enabling Skills

PE7.1 Uses personal reflection to analyse self and own actions. Makes connections between known and unknown areas, to allow for adaptation and change.

PE7.2 Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts

Details of Elements

All learners on the programme normally pursue 60 credits at Level 7.
The credit rating of each module is shown in the table below:

Module Code	Module Title	Credits
DSAW7057	Reflection on Clinical leadership	30 L7
DSAW7058	Leading Service Improvement	30 L7

Module details are correct on 1 September 2017, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing.

The structure and delivery of the programme is the responsibility of Academi Wales.

ASSESSMENT: PROGRAMME-SPECIFIC POINTS

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module, and are also included with module descriptors in this Handbook.

Full information about the classification of results and regulations for progression can be found in Chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in Chapter 6 of the *Academic Quality Handbook*. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide.*

All assignments will normally be marked within the University's agreed 20 term-time working days turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

Upon successful completion of the programme, students will be awarded a Postgraduate Certificate in Professional Practice (Clinical Leadership), classified according to the overall mark into the possible categories: Pass (50-59%), Merit (60-69%), Distinction (>70%). An overall mark below 50% constitutes a Fail.

COURSEWORK DEADLINES

Details of coursework deadlines are provided at the start of the module. Further information about assessment for distance learning students is given below in the *University Regulations – Distance Learning Student Guide*:
http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/quality-handbook/University_Regulations_Distance_Learning_Student_Guide_2017-18.pdf

Deadlines for 2017-2018 (cohort 6) are as follows:

Module	Deadline for draft submission of proposal	Draft submission feedback	Deadline for draft submission	Draft submission feedback	Date of oral presentation assessment	Deadline for final submission	Final submission Feedback
DSAW 7058	22.06.18	06.07.18	03.08.18	Feedback provided by 24.08.18	w/c 09.06.18; 12.09.18; 13.09.18; *Academi Wales will inform you of your allocated date for presentation.*	14.09.18	Feedback provided by 12.10.18
DSAW 7057	n/a	n/a	19.10.18	Feedback provided by 09.11.18	n/a	23.11.18	Feedback provided by 21.12.18

All assessed coursework for this programme of study taken needs to be submitted electronically, along with an assignment submission form. It is requested that submission is via Turnitin on the UWTSD Moodle, and guidance will be provided for using this. In the case of problems, assignments and submission forms should be emailed before the deadline to:
Ann Beaumont, WIWBL Administrator,
Email: wbl@uwtsd.ac.uk

Further contact information for the Institute office:
Ann Beaumont, WIWBL Administrative Officer,
Room CJ217, Carwyn James, University of Wales Trinity Saint David, Carmarthen, SA31 3EP.
Email: a.beaumont@uwtsd.ac.uk; Tel: 01267 676882

Nature and demands of tutorial supervision for this Programme of Study

The delivery of teaching and facilitation relating to this programme of study will be the responsibility of Academi Wales. WIWBL at UWTSD will hold the responsibility for assessment, academic supervision, and instruction relating to students' written/oral submissions.

PROGRAMME MODULES

MODULE CODE:	**DSAW7057**
TITLE:	**Reflection on Clinical Leadership**
DATED:	**02/06/2014**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**L231**

AIM(S)

- To provide learners with the knowledge and skills necessary to deliver effective clinical leadership.

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to demonstrate the ability to:

1. evaluate and critically reflect upon the impact of their personal leadership style, communication and personal effectiveness, identifying strategies for development;

2. demonstrate advanced knowledge and application of clinical leadership strategies and influencing skills within their scope of responsibility;

3. demonstrate a critical appreciation of a wide range of leadership skills and apply them to complex collaborative leadership contexts within NHS Wales;

4. apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks and present their work appropriately.

INDICATIVE CONTENT

Learners will be experienced practitioners. The module will require them to critically examine their leadership in the light of learning and personal analysis and to create a personal leadership development plan. Learners will be required to plan, implement and evaluate leadership strategies across a range of work-related issues and environments. They will demonstrate how their actions have contributed to organisational success and achievement of personal and service goals.

- analyse and assess personal leadership style with reference to a range of diagnostics considering personality, team contribution and application of leadership knowledge, skills and behaviours;
- participate in discussions which will include the consideration and application of a range of leadership theories, models and frameworks in complex and fluid environments;

- reflect on the importance of constructive feedback and how receiving and using positive challenges can improve personal effectiveness;
- explore the impact of the political and strategic context of health care with reference to the Health Policies and best practice models of Wales and the Home Countries. The application of quality improvement principles and methodologies to include human factors and quality and safety frameworks will be analysed and evaluated in relation to their success;
- the value of effective team working , barriers to engagement, use of language and communication, challenging attitudes, behaviours and cultural norms, cross boundary collaboration and the effect of technological advancements on health care will be explored;
- current national reports will be discussed in relation to the implications for future service delivery models e.g. Francis, Keogh and Berwick.

LEARNING AND TEACHING STRATEGY

Teaching sessions will introduce the learners to the relevant leadership concepts, principles and practices. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	60	20%
Placement learning1	180	60%
TOTAL	**300**	**100%**

ASSESSMENT

100% of the final assessment mark will be allocated to Module Specific Criteria though Generic Criteria are taken into account.

Coursework – 7500 words or equivalent – 30 credits.

Assessment Component 1 – A critical analysis of personal leadership style and a personal leadership development plan based on a Learning Log recording a wide range of learning experiences. (1,500 words or equivalent, 20%)

Assessment Component 2 – Reflection

A range of a minimum of five reflective accounts focusing on the application of all scheduled and independent aspects of learning. (6,000 words or equivalent, 80%)

An exemplar reflective account may include:

1 'Placement learning' is an academic term to identify a range of different learning within workplaces. This module is a work-based learning module.

- Leadership Framework 360 degree and diagnostics – the impact of these on personal effectiveness
- Action Learning –outcomes achieved through this process /application of Action Learning tools and techniques
- Application of Effective Team working Strategies
- Working across Boundaries /Employee Engagement
- Personal Communication and Influencing

Assessment Summary

Activity type	**Percentage**
Written	0
Coursework	100%
Practical	0
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Andrews, J. and Butler, M. (2014) *Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board* Stirling: Dementia Services Development Centre.
Berwick, D. (2013*) A Promise to Learn – a Commitment to Act: Improving the Safety of Patients in England* National Advisory Group on the Safety of Patients in England London: HMSO.
Department of Health (2008) *High Quality Care For All: NHS Next Stage Review Final Report*, London: HMSO.
Francis, R., Keogh, B. and Berwick, D. (2013) *Patient-centred Leadership: Rediscovering our Purpose* London: The King's Fund.
Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary* London: HMSO.
Giordano, R. (2010) *Leadership needs of medical directors and clinical directors* London: The Kings Fund.
Keogh, B. (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report* London: HMSO.
King's Fund Report (2011) *The Future of Leadership and Management in the NHS. No more heroes* London: The King's Fund.
King's Fund Report (2012) *Together we can: Leadership and engagement for improvement in the NHS* London: The Kings Fund.
NHS Leadership Academy (2014) Healthcare *Leadership Model* London: NHS Leadership Academy.
Provis, C. (2004) *Ethics and Organisational Politics*. Cheltenham: Edward Elgar.
Storey, J. and Holti, R. (2013) *Towards a New Model of Leadership for the NHS* Milton Keynes: The Open University Business School.
Welsh Government (2012) *Together for Health - A five year vision for the NHS in Wales.* Crown Copyright.
West, M.A., Borrill, C.S., Carletta, J., Carter, A.J., Dawson, J.F, Garrod, S., Rees, A., Richards, A., Shapiro, D. (2001) *The Effectiveness of Health Care Teams in the National Health Service* Birmingham: The University of Aston.

West, M. Alimo-Metcalfe, B.A., Dawson, J. El Ansari, W., Glasby, J., Hardy, G., Hartley, G., Lyubovnikova, J., Middleton, H., Naylor, P.B., Onyett, S. and Richter, A. (2012) *Effectiveness of Multi Professional Team Working (MPTW) in Mental Health Care Southampton:* National Institute for Health Research.

Additional resources will also be uploaded on to the Virtual Learning Environment: Academi Wales Learning Channel

Recommended and Background

Belbin, R.M. (2010) *Team Roles at Work* Oxford: Butterworth-Heinemann.
Brienza, D. and Cavallo, K., (2001) *Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study* (www.eiconsortium.org).
Covey, S.R. (2004) *The Seven Habits of Highly Effective People* London: Simon and Schuster Ltd.
Dent, F.E. and Brent, M. (2006) *Influencing Skills and Techniques for Business Success* Basingstoke: Palgrave Macmillan
Gardner, H E., (2006) *Multiple Intelligences: New Horizons in Theory and Practice* New York: Basic Books.
Goleman, D., (1994) *Emotional Intelligence* New York: Bantam.
Kouzes, J.M. and Posner, B.S. (2012) The Leadership Challenge 5th Edition. San Francisco: Jossey Bass.
Lencioni, P. (2002) *The Five Dysfunctions of a Team – A Leadership Fable* San Francisco: Jossey Bass
MacLeod, D. and Clarke, N. (2009) *Engaging for Success. Enhancing performance through employee engagement. A report for Government.* Crown Copyright**.**
Milner, E. and Joyce, P., (2005) *Lessons in Leadership - Meeting the Challenges of Public Service Management* Oxford: Routledge.
Mintzberg, H., Ahlstrand, B. and Lampel, J. (2006) *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management*, Harlow: FT Prentice Hall.
Neuschel, R.P. (2005*) The Servant Leader – unleashing the power of your people* London: Kogan Page.
Rigg, C. and Richards, S. (eds). (2008) Action *Learning, Leadership and Organizational Development in Public Services, Oxford:* Routledge.

Journals

British Journal of Healthcare Management
British Journal of Leadership in Public Services
British Medical Journal
Health Care Management Review
Healthcare Management Science
Health Service Journal
Human Resource Management Review
Journal of Healthcare Leadership
Journal of Health Organization and Management
The Leadership and Organization Development Journal
Industrial and Labour Relations Review
Journal of Organizational Behaviour
Management Today
MIS Quarterly
Operations Research
Organization Science
People Management

PPP Journal, The
Public Sector Management Journal
Strategic Management Journal
The International Journal of Public Administration
The International Journal of Public Sector Management
The Review of Economics and Statistics

Websites

Academi Wales website - http://www.gov.wales/academiwales/
'Academi Wales' Sowing Seeds Series - http://gov.wales/academiwales/

- Action Learning – the opportunity to engage in reflection
- Engaging the Workforce – Engaging the Welsh public service workforce
- Leadership in turbulent times – Developing a personal strategy to deal with difficult circumstances
- Engaged Leadership – The New Public Service Managerialism
- Co –creation – A new narrative for 21st Century public service delivery
- Becoming a Thought Leader – Influencing Decisions, Thoughts and Behaviours to achieve results through others.
- Telling Stories- Developing organisational narratives to support the process of change
- Appreciative enquiry – using appreciative enquiry to make change happen
- Beyond Improvement – Delivering innovations in public service

Coaching Wales - https://www.gov.wales/academiwales/
Conisiynydd y Gymraeg / Welsh Language Commissioner.
http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx
Healthcare Leadership Model
http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/
The Information Portal for the Public Service
http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal
The Journal of Finance and Management in Public Services
http://www.cipfa.org.uk/thejournal/past_issues.cfm
The King's Fund – publications http://www.kingsfund.org.uk/publications
Management Theory http://www.learnmanagement2.com/
NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales
Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206
Office of Public Sector Information http://www.opsi.gov.uk/
Public Sector Forums http://www.publicsectorforums.co.uk/
Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/
Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/
Together for Health, Welsh Government
http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf
UNISON, The Public Service Trade Union http://www.unison.org.uk/
Wales Public Service Information http://www.direct.gov.uk/en/index.htm
Welsh Government – Health and Social Services
http://wales.gov.uk/topics/health/?lang=en

Module-specific Assessment criteria: DSAW7057

DSAW7057 – Reflection on Clinical Leadership Module Specific Marking Criteria	
Mark	Marking Criteria
80%+	An exceptional submission of potentially publishable standard, and which fully addresses all the criteria referred to in the 70-79% category below.
70 - 79 %	There is a very substantial evaluation of leadership style which addresses the personal effectiveness of leadership skills and their application within complex and collaborative leadership contexts within NHS Wales. There is excellent evidence of awareness of different leadership styles and how they might be applied within different contexts, and the value of different tools and models in assessing person leadership style. Excellent evidence is presented to show that leadership strategies were planned, implemented and evaluated within a work-related context and specific area of responsibility. Several learning experiences are identified, and the analysis of these is supported by reference to a range of theoretical models. The study demonstrates a robust understanding of many leadership theories and the need for ethically sound professional practice. There is a very good analysis of the impact of the leadership style on the organisation. Strategies for development are noted and included in a very good personal development plan which addresses targets, resources and processes, and indicators of success. Throughout the account, reflection is of a very high standard and has been undertaken following a model of practice. This ensures that the evaluation and professional development of leadership qualities, necessary to deliver effective leadership within NHS Wales, is achieved.

60 – 69 %	The evaluation of leadership style addresses the personal effectiveness of leadership skills well, and explains their application within complex and collaborative leadership contexts within NHS Wales. There is good evidence of awareness of different leadership styles and how they might be applied within different contexts, and the value of different tools and models in assessing person leadership style. Good evidence is presented to show that leadership strategies were planned, implemented and evaluated within a work-related context and specific area of responsibility. A number of learning experiences which are identified, and the analysis of these is supported by reference to several theoretical models. The study demonstrates an understanding of several leadership theories and the need for ethically sound professional practice. There is a good analysis of the impact of the leadership style on the organisation. Strategies for development are noted and included in a good personal development plan which addresses targets, resources and processes, and indicators of success. Throughout the account, reflection is of a high standard and has been undertaken following a model of practice. This ensures that the evaluation and professional development of leadership qualities, necessary to deliver effective leadership within NHS Wales, is achieved.
50 – 59 %	The submission meets the criteria for a pass. The evaluation of leadership style addresses the personal effectiveness of leadership skills and their application within complex and collaborative leadership contexts within NHS Wales. There is evidence of awareness of different leadership styles and how they might be applied within different contexts, and the value of different tools and models in assessing person leadership style. Evidence is presented to show that leadership strategies were planned, implemented and evaluated within a work-related context and specific area of responsibility. A number of learning experiences which are identified, and the analysis of these is supported by reference to some theoretical models. The study demonstrates an understanding of some leadership theories and the need for ethically sound professional practice. There is an analysis of the impact of the leadership style on the organisation. Strategies for development are noted and included in a personal development plan which addresses targets, resources and processes, and indicators of success. Throughout the account, reflection is appropriate and has been undertaken following a model of practice. This ensures that the evaluation and professional development of leadership qualities, necessary to deliver effective leadership within NHS Wales, is achieved.

0 – 49% (Fail)	Very insubstantial with serious deficiencies; for example, some components have been omitted or treated cursorily. The treatment is descriptive and not analytical, or yields no substantive conclusions or recommendations. Little understanding of the meaning of the reflection as required in this assignment. No focus on relevant aspects and little or no coherence. Insufficient evidence of engagement with the subject. No understanding of approaches to leadership and management procedures. No work submitted.

Feedback Sheet for DSAW7057

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Wales Institute for Work Based Learning

Assessment sheet

Module: Module: DSAW7057 **Module title: Reflection on Clinical Leadership** **30 credits**			
Name of student			
Module Tutor:	**Component Marks**		**Provisional overall mark (to be confirmed by Examining Board)**
	Assessment 1 20%	Assessment 2 80%	
First Marker marks			
Second Marker marks			
Agreed component marks			

Learning Outcomes	**Marks**													
	80+	77-79	74-76	70-73	67 - 69	64 - 66	60 - 63	57 - 59	54 - 56	50 - 53	40 -49	30-39	20-29	0 19
Evaluate and critically reflect upon the impact of their personal leadership style, communication and personal effectiveness, identifying strategies for development														
Demonstrate advanced knowledge and application of clinical leadership strategies and influencing skills within their scope of responsibility														

Demonstrate a critical appreciation of a wide range of leadership skills and apply them to complex collaborative leadership contexts within NHS Wales														
Apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks and present their work appropriately														

First Marker's (1) comments

Name: Signature:
Dated:

Second Marker's (2) comments:

Name: Signature:

Dated:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting on xxxxxxx (date)

Signatures:

MODULE CODE:	**DSAW7058**
TITLE:	**Leading Service Improvement**
DATED:	**02/06/2014**
LEVEL:	**7**
CREDITS:	**30**
JACS CODE:	**N215**

AIM(S)

- To enable learners to pursue an individual work-based leadership project which improves health care services

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to demonstrate the ability to:

1. evidence detailed knowledge which supports the achievement of organisational objectives through effective management and leadership;

2. identify and apply a range of leadership and organisational change tools, models and theories to complex systems and develop innovative leadership strategies to effect patient focussed improvement;

3. negotiate a substantial, methodologically sound investigative study related to improving services for patients demonstrating due regard to value-conflicts and ethical issues;

4. demonstrate an advanced ability to present the outcomes of the project in terms of impact and to reflect critically on their learning;

5. apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks and present their work appropriately.

INDICATIVE CONTENT

- NHS Wales continues to face challenging times, and ensuring that effective clinical leadership remains a key priority. *Together for Health* (2011), proposed that nationally and locally, clinical leadership and empowerment would be strengthened in Wales. Increased integration of services, necessitating collaborative working is the focus as is working with networks and local partners, including the public, to design services around people and organisations.
- Over the course of this module learners will be provided with service improvement principles and methodology via online and taught sessions. They will have the opportunity for supported self-study in undertaking a work-based improvement project employing their leadership knowledge and skills. Each project will involve a written proposal drawn up by the learner in consultation with tutors and their workplace. Ethical issues must be

considered in this proposal in terms of the project itself, its methodology and the proposed implementation. Further support from the Ethics Committee may be provided if required.

- The project should be related to improving services for patients, supporting the learning in practice and allowing immediate application of principles explored. Delivery of the project will enable the participants to further develop their leadership, change and improvement skills
- The outcomes of the project will be formally presented to academic and Academi Wales staff and work sponsors and colleagues.

LEARNING AND TEACHING STRATEGY

Teaching sessions will introduce the learners to the relevant concepts, principles and practices. Tutorials will introduce practical examples which will be used to support application, discussion, and evaluation.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	60	20%
Placement learning 2	195	65%
TOTAL	**300**	**100%**

ASSESSMENT

100% of the final assessment mark will be allocated to Module Specific Criteria though Generic Criteria are taken into account.

Coursework: Work-based project - 100% (7500 words or equivalent – 30 credits).

Assessment Component 1 – Project Proposal including Ethical Consideration and Approval. (750 words or equivalent, 10%)

Assessment Component 2 – A work-related project to improve health care services. This will include a rationale, a workplace study and evaluation. (4,500 words or equivalent, 60%)

Assessment Component 3: An oral presentation focusing on the impact of the project on the workplace for all stakeholders. (2,250 words or equivalent, eg. 20 min presentation, 30%)

Assessment Summary

Activity type	Percentage
Written	0
Coursework	100%
Practical	0
TOTAL	**100%**

2 'Placement learning' is an academic term to identify a range of different learning within workplaces. This module is a work-based learning module.

BIBLIOGRAPHY

Essential

Andrews, J. and Butler, M. (2014) *Trusted to Care - Report of the external independent Review of the Princess of Wales Hospital and Neath Port Talbot Hospital at Abertawe Bro Morgannwg University Health Board*. Stirling: Dementia Services Development Centre.
Berwick, D. (2013*) A Promise to Learn – a Commitment to Act: Improving the Safety of Patients in England* National Advisory Group on the Safety of Patients in England London: HMSO.
Department of Health (2008) *High Quality Care For All: NHS Next Stage Review Final Report* London: HMSO.
Francis, R., Keogh, B. and Berwick, D. (2013) *Patient-centred Leadership: Rediscovering our Purpose* London: The King's Fund.
Francis, R. (2013) *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary* London: HMSO.
Keogh, B. (2013) *Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report* London: HMSO.
King's Fund Report (2012) *Together we can: Leadership and engagement for improvement in the NHS* London: The Kings Fund.
MacArthur, H., Phillips, C. and Simpson, H. (2012*) Improving Quality Reduces Costs – Quality as the Business Strategy* Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.
NHS Leadership Academy (2014) Healthcare *Leadership Model* London: NHS Leadership Academy.
Welsh Government (2012) *Together for Health - A five year vision for the NHS in Wales.* Crown Copyright.

Additional reading will be recommended in relation to the specific area to be studied. Learning resource material will also be available on SkillPort and 1000 Lives+ e learning hub.

Recommended

Billett, S. (2001) *Learning in the Workplace* London: Allen and Unwin.
Gill, J. and Johnson, P. (2002) *Research Methods for Managers*. London: Sage, 2002.
Gray, D. *et al.* (2004) *Learning Through the Workplace: A guide to work-based learning,* Cheltenham: Nelson Thornes.
Moon, J. A. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice,* London: Routledge Falmer.
Moon, J. A. (2006) *Learning Journals* London: Routledge.
OpenLearn (2008) *T175 Presenting Information* from http://openlearn.open.ac.uk/course/view.php?id=1232.
Saunders, M., Lewis, P. and Thornhill, A. (2006) Research *Methods for Business Students* London: Pearson.
Storey, J. and Holti, R. (2013) *Towards a New Model of Leadership for the NHS* Buckingham: Open University.

Further reading will be recommended in relation to the specific area to be studied.

Journals

British Journal of Healthcare Management
British Journal of Leadership in Public Services
British Medical Journal
Health Care Management Review
Healthcare Management Science
Health Service Journal
Human Resource Management Review
Journal of Healthcare Leadership
Journal of Health Organization and Management
The Leadership and Organization Development Journal
Industrial and Labour Relations Review
Journal of Organizational Behaviour
Management Today
MIS Quarterly
Operations Research
Organization Science
People Management
PPP Journal
Public Sector Management Journal
Strategic Management Journal
The International Journal of Public Administration
The International Journal of Public Sector Management
The Review of Economics and Statistics

Websites

1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home
Academi Wales website http://www.academiwales.org.uk/
Conisiynydd y Gymraeg / Welsh Language Commissioner.
http://www.comisiynyddygymraeg.org/Pages/Croeso.aspx
Healthcare Leadership Model
http://www.leadershipacademy.nhs.uk/discover/leadershipmodel/
The Health Foundation http://www.health.org.uk/
Improving Quality Together http://www.iqt.wales.nhs.uk/home
The Information Portal for the Public Service
http://www.publicservice.co.uk/pub_selectissue.asp?publication=The%20PPP%20Journal
The Journal of Finance and Management in Public Services
http://www.cipfa.org.uk/thejournal/past_issues.cfm
The King's Fund – publications http://www.kingsfund.org.uk/publications
Management Theory http://www.learnmanagement2.com/
NHS Wales http://www.wales.nhs.uk/nhswalesaboutus/workingfornhswales
Office of National Statistics http://www.statistics.gov.uk/cci/nugget.asp?id=206
Office of Public Sector Information http://www.opsi.gov.uk/
Public Sector Forums http://www.publicsectorforums.co.uk/
Public Sector Organisations http://www.publicnet.co.uk/links/public-sector-organisations/
Public Service Ombudsman Wales http://www.ombudsman-wales.org.uk/
Together for Health, Welsh Government
http://www.wales.nhs.uk/sitesplus/documents/829/togetherforhealth.pdf
UNISON, The Public Service Trade Union http://www.unison.org.uk/
Wales Public Service Information http://www.direct.gov.uk/en/index.htm
Welsh Government – Health and Social Services
http://wales.gov.uk/topics/health/?lang=en

Module-specific assessment criteria for module DSAW7058

DSAW7058 – Leading Service Improvement Module Specific Marking Criteria	
Mark	Marking Criteria
80%+	An exceptional submission of potentially publishable standard, and which fully addresses all the criteria referred to in the 70-79% category below.
70 % +	An excellent, well considered and methodologically sound work-based study proposal which unmistakably demonstrates a thorough and detailed knowledge and understanding of a specific area within the organisation. The study has been appropriately negotiated with comprehensive evidence provided. Ethical issues are robustly considered and approval achieved. The proposal approved is directly relevant to patient focussed improvement. The project provided evidence of detailed knowledge which supports the achievement of organisational objectives through effective management and leadership. The rationale demonstrates due consideration to organisational objectives and the processes of change. The workplace study includes the identification and application of a wide range of leadership and organisational change tools, theories and models which are excellently evaluated in relation to patient focussed improvement impacting on the organisation. It is supported by significant reference to theoretical paradigms and evidences advanced cognition related to the application of these within a leadership context and in terms of intellectual and practical application of learning within acceptable educational and professional frameworks. The project never loses its focus on the need to manage change and the development of innovative and effective leadership strategies for improving service. It evidences explicit understanding of dilemmas and value conflicts which are thoroughly addressed and effectively managed. The oral presentation of the project outcomes was structured to an excellent standard, and communicated the main issues clearly and thoroughly. Delivery was very clear, and demonstrated excellent knowledge, analysis, learning, and reflection, supported by referenced sources. The presentation indicated substantial familiarity with strategic aims, and outlined the project's main benefits in a practical, clinical context. Engagement with the audience was excellent, and there were excellent responses to questions raised.

60 – 69 %	A very well-considered and methodologically appropriate work-based study proposal which demonstrates a detailed knowledge of a specific area within the organisation. The study has been appropriately negotiated and evidence provided. Ethical issues are considered and approval achieved. The proposal approved is very relevant to patient focussed improvement. The project provides evidence of very good knowledge supporting the achievement of organisational objectives through effective management and leadership. The rationale addresses organisational objectives and the processes of change. The workplace study includes the identification and application of a range of leadership and organisational change tools, theories and models which are very well evaluated in relation to patient focussed improvement impacting on the organisation. It is supported by very good range of references to theoretical paradigms and evidences cognition related to the application of these within a leadership context and in terms of practical application of learning within some educational and professional frameworks. The project focusses on the need to manage change and the development of effective leadership strategies for improving service. It evidences an understanding of dilemmas and value conflicts which are addressed and managed. The oral presentation of the project outcomes was well-structured, and soundly communicated the main issues. Delivery was very clear, and demonstrated very good knowledge, analysis, learning, and reflection, supported by referenced sources. The presentation indicated good familiarity with strategic aims, and outlined the project's main benefits in a practical, clinical context. Engagement with the audience was very good, and there were good responses to questions raised.
50 – 59 %	The submission meets the criteria for a pass. The proposal addressed different methodologies, and demonstrated knowledge and understanding of an area within the organisation. The negotiated study includes evidence of agreement, and ethical issues are addressed and approval achieved. The proposal is directly relevant to patient focussed improvement. The project provides evidence of the achievement of organisational objectives through effective management. The rationale demonstrates understanding of organisational objectives in times of change. The workplace study identifies and applies a number of change tools, theories and models which are evaluated in relation to patient-focussed improvement within the organisation. The project addresses the need to manage change and the development of some leadership strategies which could be adopted to improve the service. It also discusses dilemmas and value conflicts which would need to be managed. The study is supported by a number of referenced sources. The oral presentation of the project outcomes was appropriately structured, and clearly communicated the main issues. Delivery was clear, and demonstrated knowledge, analysis, learning, and reflection, supported by referenced sources. The presentation indicated some familiarity with strategic aims, and outlined the project's main benefits in a practical, clinical context. Engagement with the audience was good, and there were appropriate responses to questions raised.

Fail	Very insubstantial with serious deficiencies; for example, some components have been omitted or treated cursorily. The treatment is descriptive and not analytical, or yields no substantive conclusions or recommendations. Little understanding of the meaning of the reflection which is required in an academic essay of this kind. No focus on relevant aspects and little or no coherence. Insufficient evidence of engagement with the subject. No understanding of approaches to leadership and management procedures. No work submitted.

Feedback Sheet for DSAW7058

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Wales Institute for Work Based Learning

Assessment sheet

Module: DSAW7058 **Module title: Leading Service Improvement.** **30 credits**				
Name of student				
Module Tutor:	**Component Marks**			**Provisional overall mark (to be confirmed by Examining Board)**
	Ass't 1 10%	Ass't 2 60%	Ass't 3 30%	
First Marker marks				
Second Marker marks				
Agreed component marks				

Learning Outcomes	**Marks**													
	80+	77-79	74-76	70-73	67 - 69	64 - 66	60 - 63	57 - 59	54 - 56	50 - 53	40 -49	30-39	20-29	0 19
Evidence detailed knowledge which supports the achievement of organisational objectives through effective management and leadership														

Identify and apply a range of leadership and organisational change tools, models and theories to complex systems and develop innovative leadership strategies to effect patient focussed improvement														
Negotiate a substantial, methodologically sound investigative study related to improving services for patients demonstrating due regard to value-conflicts and ethical issues														
Demonstrate an advanced ability to present the outcomes of the project in terms of impact and to reflect critically on their learning														
Apply cognitive, intellectual, practical and transferable skills within relevant ethical and research frameworks and present their work appropriately														

First Marker's (1) comments

Name: Signature:
Dated:

Second Marker's (2) comments:

Name: Signature:
Dated:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting on xxxxxxx (date)

Signatures:

Generic marking Criteria for Level 7

Wales Institute for Work-based Learning **Level 7 - Academic Skills**	
Generic criteria are used to inform marking decisions made against specific module criteria. Higher education learners are expected to demonstrate academic skills in the presentation of their work, and this is implicit in the marks awarded for the modules they complete. The criteria given below sets out the standards of academic skills expected against each of the mark ranges as they apply to specific module criteria. Note: The mark ranges refer to specific module criteria mark ranges, and the corresponding academic skills illustrate what is expected for marks to be awarded against the mark ranges. Clear feedback will be given to learners in relation to academic skills.	
Level 7 is characterised by an expectation of learners' expertise in their chosen area of research. They are expected to demonstrate independence and the ability to evaluate, challenge, modify and develop theory and practice. Learners are expected to demonstrate an ability to identify the significant features of problems and to offer reliable solutions, with some producing original or innovative work in their specialism that is worthy of publication or public performance or display. At Level 7 learners are expected to apply skills and competencies which are practical and transferable and to a very high level. They are expected to adhere to standard practice in terms of style and presentation and the accurate use of sources and referencing. The required assessment needs to be sequenced and structured correctly and addressing specific guidance e.g. word counts. A wide range of reading should be undertaken at this level and the vocabulary employed must address content and be at postgraduate level. The scope of the research methods must respond to the negotiated and agreed study.	
Specific module mark range	
80%+	Original work of publishable quality which displays mastery of the subject. A wide range of methods applied, with an argument covering all significant aspects of the subject; logically argued. Exceptional work and at a very high level in every respect. Presentation faultless, using correct referencing and subject and level appropriate vocabulary. The range of research methods used respond wholly to the agreed study.

70 - 79%	Thorough and comprehensive knowledge of substantive content with some originality. Shows a sound ability to inter-relate concepts and ideas and to evaluate theory critically at the appropriate level. Makes points clearly and precisely, always uses a wide range of source materials which are appropriately referenced to substantiate points. Coherent argument which is methodically analysed supports a reliable conclusion based on discussion and examination. Evidence of independent thought. The reading cited is extensive and very relevant. Written work is very well planned and presented, is wholly relevant, clearly expressed and coherent in organisation, with evidence of reading and correct referencing and citation. Excellent use of language relevant to the study. The range of research methods selected are wholly appropriate for the study.
60 – 69%	Sound knowledge of the topics and issues is evidenced through critical treatment of the material, inter-relating concepts, ideas and practical examples. Discussion is at an appropriate level. Points are substantiated with appropriate evidence. Content is relevant and links are made between all paragraphs and sections. Reading cited is very good and the conclusion relevant to the discussion. A very good standard of writing and presentation, coherent and relevant, based on a range of reading. Relevant points made are justified and referenced appropriately. Referencing is on correct and citations follow the appropriate system. Use of language is very good with some minor errors. The range of research methods selected is appropriate for the study.
50 – 59%	The content generally is relevant, showing evidence of acceptable knowledge and understanding of issues, but limited ability to apply theory and concepts critically. Line of reasoning not always clear and there is sometimes a lack of coherence. Work can be inappropriately descriptive for this level. There is some evidence of points made which are unsubstantiated and some examples of work not cited. Work is planned but there are weaknesses in the relationship between some sections. The presentation and expression are appropriate. Referencing is more often than not correct and citations follow the standard required, but not all are included in the bibliography. Use of language is good but there are some weaknesses which need to be addressed, for example errors on syntax, spelling and sentence structure needs reviewing. The research methods selected are in the main pertinent for the study.

0 – 49% (Fail)	Very insubstantial with inadequate evidence of knowledge and understanding of the topic. Much of the work is not level appropriate. No evidence of appropriate reading and investigation; descriptive only, Outcomes not achieved to the standard required. No work submitted No evidence of planning. Background reading is very weak Inadequate bibliography and references are insufficient/unavailable. Use of language is very weak. The presentation is untidy and lacks any coherence.

POLICIES

University Attendance Policy

On this programme, students should comply with the policies of Academi Wales

International Learners

Students should comply with the regulations of the University, their workplace, and Academi Wales

WIWBL Ethical Statement on Research

> 'Research' is defined as any form of disciplined inquiry that aims to contribute to a body of knowledge or theory.
>
> 'Research ethics' refers to the moral principles guiding research, from its inception through to completion and publication of results and beyond – for example, the duration of data and physical samples after the research has been published. (ESRC, *Research Ethics Framework* p.7 n.d.)

All staff and students are required to conform to the requirements and guidelines of the University's Research Ethics Code of Practice. This applies to all research work for any individual project, thesis or assignment that involves an element of research, whether for undergraduate or postgraduate degrees, for a journal article or other publication. The Programme Coordinator or the Research Ethics Officer will be able to advise staff and students on the relevant guidelines. If necessary, the advice of the University's Research Ethics Committee will be sought.

The following basic principles must be addressed whilst undertaking any work-based research activity:

- Compliance with protocol including professional Codes of Practice and Ethics.*
- Acting with integrity and treating people fairly whilst respecting the autonomy of individuals.
- Ascertaining the validity of all research by ensuring adequate identification, monitoring, reviewing and approval.
- Adherence to correct protocol in cases of insider or practitioner research where the researcher has a direct involvement or connection with the research setting.

*** Work-based Research**
In addition to adhering to the University's Code of Practice on Research Ethics it is essential that the research also adheres to all professional and workplace Codes of Practice and Ethical Protocols.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales: Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately, and all WIWBL programme utilise the Harvard system, and specific examples of this will be discussed within the materials for each module. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Postgraduate Student Guide* which is published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; ***`if in doubt, provide references'***. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which, in the case of WIWBL and the DProf programme, is the Harvard system. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

All learners have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/

UWTSD provides a range of online resources to support distance learners including library and learning resources. **Enrolled** learners have full access to these online resources, though some are accessible without enrolment.
Useful links include:

- UWTSD online library: http://www.uwtsd.ac.uk/library/online-library/carmarthen-lampeter--london-online-library/
- Open Access Resources: http://www.uwtsd.ac.uk/library/online-library/carmarthen-lampeter--london-online-library/open-access-resources

The Library and Learning Resources at UWTSD can provide guidance and resources on the following aspects of your study:

Identifying, accessing and evaluating resources:

- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Assistant / Subject Librarians

Assistant / Subject Librarians act as a contact point between learners and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

PROGRAMME-SPECIFIC ONLINE RESOURCES

UWTSD Moodle

The University has a Virtual learning Environment (VLE) called 'Moodle' which provides access to resources linked to module assessment. Moodle can be accessed via Carmarthen/ Lampeter 'Quick Links' on the UWTSD website (www.uwtsd.ac.uk). Guidance on access will be provided.
Submission of assignments is via 'Turnitin' within Moodle. It is recommended that you access Moodle as early as possible to ensure that you have access to all aspects, and have no issues in navigation.

ACADEMI WALES LEARNING RESOURCES

All learners will also have access to learning resources via the Academi Wales Website; accessed via the following link: https://academiwales.gov.wales

Once learners have registered with the website they will have access to a protected Network group where all Medical Leadership Programme and academic materials / resources can be found. Learners will also be able to network and continue conversation with colleagues outside the classroom / workplace via a Discussion Forum.

The Academi Wales website also provides a range of e-learning resources from a variety of topics. These cover a choice of leadership and management subjects which may be useful to improve performance, keep up-to-date with some of the latest thinking and help learners in their personal development journey.

What e-learning opportunities are available?

- Videos and webcasts giving expert insight into current leadership topics
- Podcasts which you can download to listen to at your desk or on the move
- Personal development and career management tools
- Change and Continuous Improvement tools and techniques
- Access to the public service 'Coaching Wales' Database

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes Learning Support, Counselling Service and support for students from a care background. For further details see http://www.uwtsd.ac.uk/student-services/.

STUDY SKILLS

All learners have access to study skills support to assist them in their studies. Details of provision are available from Student Services.

Topics covered include:

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars

Distance learning learners are able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services webpages for further details:
http://www.uwtsd.ac.uk/student-services/

EXTERNAL EXAMINER

All taught Programmes of Study which lead to a Higher Education award of the University or the University of Wales have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Learners may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiner for this Programme of Study is:

Name: Dr Alison Felce

Institution: University of Wolverhampton

Please note that learners are not permitted to make direct contact with the External Examiner.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/