



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

Wales Institute for Work-based Learning

PG Certificate in Professional Practice (Clinical Leadership)

BMPF 7058: Leading Service Improvement

BMPF 7057: Reflection on Clinical Leadership

LEVEL 7

60 CREDITS

FACULTY OF BUSINESS AND MANAGEMENT

2018-2019

CONTENTS PAGE

Page No

WELCOME	3
FEEDBACK	3
MODULE TUTORS AND COORDINATORS.....	4
FURTHER PROGRAMME INFORMATION	4
MODULE DETAILS: BMPF7058 Leading Service Improvement Project	5
READING LIST: BMPF7058.....	7
ASSESSMENT – Leading Service Improvement Project.....	9
MARKING CRITERIA BMPF7058	10
ASSESSMENT SHEET BMPF7058	15
MODULE DETAILS: BMPF7057 Reflection on Clinical Leadership.....	17
READING LIST BMPF7057	19
ASSESSMENT – Reflection on Clinical Leadership	23
MARKING CRITERIA BMPF7057	24
ASSESSMENT SHEET BMPF7057	28
COURSEWORK DEADLINES	30
GENERAL GUIDANCE FOR COMPLETING ASSIGNMENTS.....	31
STUDY SKILLS.....	31
APPENDICES.....	33
APPENDIX 1: PRESENTATION OF WORK.....	33
APPENDIX 2: ASSESSMENT DEADLINE DATES	33
APPENDIX 3: ASSIGNMENT –STRUCTURE.....	34
APPENDIX 4: ESSAY INSTRUCTION TERMS.....	35
APPENDIX 5: HOW TO GET A GOOD MARK?	37
APPENDIX 6: CRITICAL WRITING V'S DESCRIPTIVE WRITING	38
APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION	39
APPENDIX 8: BLOOM'S TAXONOMY	41

WELCOME

We are delighted to welcome you to this module within the Wales Institute for Work Based Learning.

The modules and programmes we offer are at the forefront of practice in professional learning and provide a rich framework of development for you as an advanced practitioner in your field. Our faculty are uniquely placed to support you as their expertise in academic practice is complemented by their extensive professional experience in the private, public and third sectors. Together you will be able to explore and extend practice in your field whilst attaining a credential of real value to yourself and your organisation.

This handbook provides you with information such as:

- module descriptor
- marking criteria
- assessment and guidance
- feedback sheet
- study skills

Appendices include:

- presentation of work
- deadlines
- example assignment structure
- essay instruction terms
- critical writing V's descriptive writing
- good and bad critical writing
- higher level vocabulary

The Wales Institute for Work-based Learning (WIWBL) has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advanced 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.

The focus of our Professional Practice Work-based Studies qualifications is to provide student-centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality. University of Wales Trinity Saint David acknowledges the importance of student-focused courses, and has designed the Professional Work-based portfolio of qualifications to maximise learning opportunities for all.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Head of School, through focus groups set up by Schools to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

MODULE TUTORS AND COORDINATORS

This handbook covers the **Postgraduate Certificate in Professional Practice (Clinical Leadership)**. The name and contact details of the tutors are also listed below.

Module	Module Lead	Tel. No.	E-mail
Leading Service Improvement Project	Julie Crossman	(01267) 225178 07446633631	julie.crossman@uwtsd.ac.uk
Reflection on Clinical Leadership	Julie Crossman	(01267) 225178 07446633631	julie.crossman@uwtsd.ac.uk

Programme director: Lowri Harris, 01267 676775, l.m.harris@uwtsd.ac.uk

FURTHER PROGRAMME INFORMATION

Please read the Professional Practice Framework (PPF) Programme of Study of Handbook which can be found on Moodle.

Information on the following can be found in the above handbook:

- programmes of study and programme directors
- pastoral support
- external examiners
- the academic year
- modular terminology
- assessment
- extenuating circumstances
- additional needs in terms of assessment
- academic appeals
- assessment regulations
- responsibilities of students in relation to the assessment process
- virtual learning environment (VLE)
- programmes of study
- award in professional practice
- WIWBL attendance policy
- unfair practice and plagiarism
- library and learning resources
- student services
- study skills
- complaints

If you have any concerns with your studies, in the first instance please contact your Course Tutor, or the Programme Director.

MODULE DETAILS: BMPF7058 Leading Service Improvement Project

MODULE CODE:	BMPF7058
TITLE:	Leading Service Improvement Project
DATED:	26/04/2018
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 student should be able to:

- negotiate a substantial, methodologically sound investigative study related to improving services for patients demonstrating due regard to value-conflicts and ethical issues;
- 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;
- demonstrate an advanced ability to present the outcomes of the project in terms of impact and to reflect critically on their learning;

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 Academic Wales staff and work sponsors and colleagues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	45	15%
Independent learning	60	20%
Placement learning (work-based)	195	65%
TOTAL	300	100%

ASSESSMENT

Coursework: Work-based project (100%) 9000 words or equivalent

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment: Project Proposal	900 words	10%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment: Work-related project	5400 words	60%

Assessment Component 3

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	18 minutes	30%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	70%
Practical	30%
TOTAL	100%

READING LIST: BMPF7058

Module Code	BMPF7058	
Module Title	Leading Service Improvement Project	
Classification	Reading List entry	Electronic*
Essential	Andrews, J. and Butler, M. (2014) <i>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</i> . Stirling: Dementia Services Development Centre.	☐
Essential	Berwick, D. (2013) <i>A Promise to Learn – a Commitment to Act: Improving the Safety of Patients in England</i> National Advisory Group on the Safety of Patients in England London: HMSO.	☐
Essential	Department of Health (2008) <i>High Quality Care For All: NHS Next Stage Review Final Report</i> London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) <i>Patient-centred Leadership: Rediscovering our Purpose</i> London: The King's Fund.	☐
Essential	Francis, R. (2013) <i>Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary</i> London: HMSO.	☐
Essential	Keogh, B. (2013) <i>Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report</i> London: HMSO.	☐
Essential	King's Fund Report (2012) <i>Together we can: Leadership and engagement for improvement in the NHS</i> London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012) <i>Improving Quality Reduces Costs – Quality as the Business Strategy</i> Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) <i>Healthcare Leadership Model</i> London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) <i>Together for Health - A five year vision for the NHS in Wales</i> . Crown Copyright.	☐
Further	Billett, S. (2001) <i>Learning in the Workplace</i> London: Allen and Unwin.	☐
Further	Gill, J. and Johnson, P. (2002) <i>Research Methods for Managers</i> . London: Sage, 2002.	☐
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> , Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> , London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge. OpenLearn (2008) <i>T175 Presenting Information from</i> http://openlearn.open.ac.uk/course/view.php?id=1232 .	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) <i>Research Methods for Business Students</i> London: Pearson.	☐
Further	Storey, J. and Holti, R. (2013) <i>Towards a New Model of Leadership for the NHS</i> Buckingham: Open University.	☐
Further	Journals <i>British Journal of Healthcare Management</i> <i>British Journal of Leadership in Public Services</i> <i>British Medical Journal</i>	☐

	<i>Health Care Management Review</i> <i>Healthcare Management Science</i> <i>Health Service Journal</i> <i>Human Resource Management Review</i> <i>Journal of Healthcare Leadership</i> <i>Journal of Health Organization and Management</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i> <i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	
Further	Websites 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygyymraeg.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/workingforhswales 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	
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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.

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

ASSESSMENT – Leading Service Improvement Project

This module has three assessment components:

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, e.g. 20 min presentation, 30%)

MARKING CRITERIA BMPF7058

BMPF7058 – 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. 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%	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. 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.
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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. 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 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.
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50 – 59 %	The submission meets the criteria for a pass. The proposal addresses different methodologies and demonstrates 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 relevant to patient focussed improvement. The project provides evidence of the achievement of organisational objectives through management. The rationale responds to organisational objectives in times of change. The workplace study identifies and applies some change tools, theories and models which are evaluated in relation to patient-focussed improvement. 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. 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.
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0 - 49% (Fail)	Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Further analysis and evaluation is required at this level. Very insubstantial with serious deficiencies, for example, some components have been omitted or treated cursorily. No understanding of different approaches related to a wider context or within a work-based setting. No focus on relevant aspects and little or no coherence. 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 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. No work submitted.
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Module: BMPF7058													
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
Negotiate a substantial, methodologically sound investigative study related to improving services for patients demonstrating due regard to value-conflicts and ethical issues														
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														
Demonstrate an advanced ability to present the outcomes of the project in terms of impact and to reflect critically on their learning														

First Marker's (1) comments

Name:
Dated:

Signature:

Second Marker's (2) comments:

Name:
Dated:

Signature:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting.

Signatures:

MODULE DETAILS: BMPF7057 Reflection on Clinical Leadership

MODULE CODE:	BMPF7057
TITLE:	Reflection on Clinical Leadership
DATED:	26/04/2018
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 student should be able to:

- 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.

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 learning ¹	180	60%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment:	1500 words	20%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assessment:	6000 words	80%

Assessment Summary

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

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

READING LIST BMPF7057

Module Code	BMPF7057	
Module Title	Reflection on Clinical Leadership	
Classification	Reading List entry	Electronic*
Essential	Andrews, J. and Butler, M. (2014) <i>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</i> . Stirling: Dementia Services Development Centre.	☐
Essential	Department of Health (2008) <i>High Quality Care For All: NHS Next Stage Review Final Report</i> London: HMSO.	☐
Essential	Francis, R., Keogh, B. and Berwick, D. (2013) <i>Patient-centred Leadership: Rediscovering our Purpose</i> London: The King's Fund.	☐
Essential	Francis, R. (2013) <i>Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive summary</i> London: HMSO.	☐
Essential	Keogh, B. (2013) <i>Review into the quality of care and treatment provided by 14 hospital trusts in England: overview report</i> London: HMSO.	☐
Essential	King's Fund Report (2012) <i>Together we can: Leadership and engagement for improvement in the NHS</i> London: The Kings Fund.	☐
Essential	MacArthur, H., Phillips, C. and Simpson, H. (2012) <i>Improving Quality Reduces Costs – Quality as the Business Strategy</i> Improving Healthcare White paper series – No 8. 1000 Lives Plus. Crown Copyright.	☐
Essential	NHS Leadership Academy (2014) <i>Healthcare Leadership Model</i> London: NHS Leadership Academy.	☐
Essential	Welsh Government (2012) <i>Together for Health - A five year vision for the NHS in Wales</i> . Crown Copyright.	☐
Further	Argyris, C. and Schön, D. (1992). <i>Theory and Practice: Increasing Professional Effectiveness</i> . San Francisco: Jossey Bass.	☐
Further	Billett, S. (2001) <i>Learning in the Workplace</i> London: Allen and Unwin.	☐
Further	Boud, D., Cressy, P. and Docherty, P. (Eds). (2006). <i>Productive Reflection at Work</i> . London: Routledge.	☐
Further	Gill, J. and Johnson, P. (2002) <i>Research Methods for Managers</i> . London: Sage, 2002.	☐
Further	Gray, D. et al. (2004) <i>Learning Through the Workplace: A guide to work-based learning</i> , Cheltenham: Nelson Thornes.	☐
Further	Moon, J. A. (2004) <i>A Handbook of Reflective and Experiential Learning: Theory and Practice</i> , London: Routledge Falmer.	☐
Further	Moon, J. A. (2006) <i>Learning Journals</i> London: Routledge. OpenLearn (2008) <i>T175 Presenting Information from</i> http://openlearn.open.ac.uk/course/view.php?id=1232 .	☐
Further	Saunders, M., Lewis, P. and Thornhill, A. (2006) <i>Research Methods for Business Students</i> London: Pearson.	☐
Further	Schön, D. (1991) <i>The Reflective Practitioner</i> San Francisco: Jossey Bass.	☐

Further	Storey, J. and Holti, R. (2013) <i>Towards a New Model of Leadership for the NHS</i> Buckingham: Open University.	☐
Classification	Reading List entry - Additional	Electronic*
Essential	Berwick, D. (2013) <i>A Promise to Learn – a Commitment to Act: Improving the Safety of Patients in England</i> . National Advisory Group on the Safety of Patients in England London: HMSO.	☐
Essential	Giordano, R. (2010) <i>Leadership needs of medical directors and clinical directors</i> . London: The Kings Fund.	☐
Essential	King's Fund Report (2011) <i>The Future of Leadership and Management in the NHS. No more heroes</i> . London: The King's Fund.	☐
Essential	Provis, C. (2004) <i>Ethics and Organisational Politics</i> . Cheltenham: Edward Elgar.	☐
Essential	West, M.A., Borrill, C.S., Carletta, J., Carter, A.J., Dawson, J.F, Garrod, S., Rees, A., Richards, A., Shapiro, D. (2001) <i>The Effectiveness of Health Care Teams in the National Health Service</i> . Birmingham: The University of Aston.	☐
Essential	West, M. Alimo-Metcalf, 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) <i>Effectiveness of Multi Professional Team Working (MPTW) in Mental Health Care</i> . Southampton: National Institute for Health Research.	☐
Recommended	Belbin, R.M. (2010) <i>Team Roles at Work</i> . Oxford: Butterworth-Heinemann.	☐
Recommended	<i>Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study</i> (www.eiconsortium.org).	√
Recommended	Covey, S.R. (2004) <i>The Seven Habits of Highly Effective People</i> . London: Simon and Schuster Ltd.	☐
Recommended	Dent, F.E. and Brent, M. (2006) <i>Influencing Skills and Techniques for Business Success</i> . Basingstoke: Palgrave Macmillan	☐
Recommended	Gardner, H E., (2006) <i>Multiple Intelligences: New Horizons in Theory and Practice</i> New York: Basic Books	☐
Recommended	Goleman, D., (1994) <i>Emotional Intelligence</i> New York: Bantam	☐
Recommended	Kouzes, J.M. and Posner, B.S. (2012) <i>The Leadership Challenge</i> . 5th Edition. San Francisco: Jossey Bass.	☐
Recommended	Lencioni, P. (2002) <i>The Five Dysfunctions of a Team – A Leadership Fable</i> . San Francisco: Jossey Bass	☐
Recommended	MacLeod, D. and Clarke, N. (2009) <i>Engaging for Success. Enhancing performance through employee engagement. A report for Government</i> . Crown Copyright.	☐
Recommended	Milner, E. and Joyce, P., (2005) <i>Lessons in Leadership - Meeting the Challenges of Public Service Management</i> . Oxford: Routledge.	☐
Recommended	Mintzberg, H., Ahlstrand, B. and Lampel, J. (2006) <i>Strategy Safari: The Complete Guide Through the Wilds of Strategic Management</i> . Harlow: FT Prentice Hall.	☐
Recommended	Neuschel, R.P. (2005) <i>The Servant Leader – unleashing the power of your people</i> London: Kogan Page.	☐

Recommended	Rigg, C. and Richards, S. (eds). (2008) <i>Action Learning, Leadership and Organizational Development in Public Services</i> , Oxford: Routledge.	☐
Recommended	Academi Wales website – http://academiwales.gov.wales/	√
Further	Journals <i>British Journal of Healthcare Management</i> <i>British Journal of Leadership in Public Services</i> <i>British Medical Journal</i> <i>Health Care Management Review</i> <i>Healthcare Management Science</i> <i>Health Service Journal</i> <i>Human Resource Management Review</i> <i>Journal of Healthcare Leadership</i> <i>Journal of Health Organization and Management</i> <i>The Leadership and Organization Development Journal</i> <i>Industrial and Labour Relations Review</i> <i>Journal of Organizational Behaviour</i> <i>Management Today</i> <i>MIS Quarterly</i> <i>Operations Research</i> <i>Organization Science</i> <i>People Management</i> <i>PPP Journal</i> <i>Public Sector Management Journal</i> <i>Strategic Management Journal</i> <i>The International Journal of Public Administration</i> <i>The International Journal of Public Sector Management</i> <i>The Review of Economics and Statistics</i>	☐

Further	Websites 1000 Lives+ Programme http://www.1000livesplus.wales.nhs.uk/home Academi Wales website http://www.academiwales.org.uk/ Comisiynydd y Gymraeg / Welsh Language Commissioner. http://www.comisiynyddygydraeg.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/workingforhswales 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	☒
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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.

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

ASSESSMENT – Reflection on Clinical Leadership

This module has two assessment components:

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:

- ✓ 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

MARKING CRITERIA BMPF7057

BMPF7057 – Reflection on Clinical Leadership Module Specific Marking Criteria	
Marks	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. 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 %	There is a very substantial evaluation of leadership style which addresses the personal effectiveness of leadership and influencing 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. 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 %	The evaluation of leadership style substantially addresses the personal effectiveness of leadership and influencing skills 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 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 identified 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. 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 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.
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50 – 59 %	The submission meets the criteria for a pass. The evaluation of leadership style addresses the personal effectiveness of leadership and influencing 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. Some evidence is presented to show that leadership strategies were planned, implemented and related to a work context and specific area of responsibility. Learning experiences 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. 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.
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0 – 49% (Fail)	Reflection/discussion is generally at a very low level, being essentially descriptive rather than evaluative or yields neither substantive conclusions nor recommendations. Further analysis and evaluation is required at this level. Very insubstantial with serious deficiencies, for example, some components have been omitted or treated cursorily. No understanding of different approaches related to a wider context or within a work-based setting. No focus on relevant aspects and little or no coherence. 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 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. No work submitted.
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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)			
	Ass't 1 20%			Ass't 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:
Dated:

Signature:

Second Marker's (2) comments:

Name:
Dated:

Signature:

Moderation:

After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation meeting.

Signatures:

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*:

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/regulations-student-guides/2018-2019-en/University_Regulations_Distance_Learning_Student_Guide_Sept_2018.pdf

Deadlines for 2018-2019 (cohort 7) 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
BMPF7058	14.06.19	05.07.19	02.08.18	Feedback provided by 23.08.18	17.07.19 11.09.19 12.09.19	13.09.19	11.10.19
BMPF7057	n/a	n/a	18.10.19	Feedback provided by 08.11.19	n/a	15.11.19	13.12.19

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 NI111, Norah Isaac Building, University of Wales Trinity Saint David, Carmarthen,
SA31 3EP.

Email: a.beaumont@uwtsd.ac.uk; Tel: 01267 676882

GENERAL GUIDANCE FOR COMPLETING ASSIGNMENTS

Introduction

It is useful to include a brief introduction to give context to your work.

Specific module criteria

Remember that in completing the assignments you must address the relevant learning outcomes. Check your work against the marking criteria prior to submission.

Academic criteria

Remember – you must also address academic criteria as well as specific module criteria. The academic criteria should be demonstrated throughout your work. It includes the structure and presentation of your work; your knowledge, understanding and analytical skills; writing skills including grammar, spelling; use of resources and referencing. You must demonstrate your ability to communicate professionally, and present work that is coherent, and specifically addresses the challenges that you have set for yourself.

Referencing

You should include appropriate references to theory throughout your essay. Ensure that referencing is relevant and correct and insert a reference list at the end which includes the detail of all references you have used. All references **MUST** conform to Harvard referencing conventions. Guidance is available on Moodle.

General Guidance for Completing Assignments

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

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

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary.

Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

LEARNER ZONE

Also, we have also included an area on Moodle for all of our learners called the '**Learner Zone**', this can be found in the same section as 'My Courses'. You will find items such as:

- What to expect as a learner
- Returning to learning
- References, resources and the UWTSD Library
- Plagiarism and referencing
- Study Skills and support
- Well-being and much more

APPENDICES

The appendices provide additional guidance on what is expected from your work.

APPENDIX 1: PRESENTATION OF WORK

Structure

Your assignment must be well structured. Please see 'Assessment' section for further guidance.

Word count policy

Learners must adhere to the word count specified for the assignment within a margin of -/+10% of the total word count.

Font

Please use the Arial font. Text must be no smaller than font 11.

Spacing

A minimum of 1.5 spacing must be used.

APPENDIX 2: ASSESSMENT DEADLINE DATES

The University of Wales Trinity Saint David has strict deadline dates that must be adhered to. **Please check with your tutor what your deadline is.**

The University's procedures for determining compensatory measures for students with a long-term impairment and the University's procedures for handling claims where extenuating circumstances have adversely affected a student's performance is available on the University's website at: <http://www.uwtsd.ac.uk/academic-office/>

Please check with your tutor as to whether you should be submitting via Turnitin or via wbl@uwtsd.ac.uk. If it is via the email address, please ensure that you also submit a submission form.

APPENDIX 3: ASSIGNMENT –STRUCTURE

- Ensure that you consider all the learning outcomes stated above and in the module descriptor.
- Ensure that you structure your assignment well

Structure

- Introduction (***Tell them what you're going to tell them***)
 - Open the doors to your discussion
 - Explain the implications of the question
 - Define any key terms
 - Outline how you propose to answer the question ie identify the key headings or topics within your discussion
 - Keep it general
- Main body (***Tell them***)
 - Make your points in order
 - Link them to form an argument
 - Illustrate your ideas through using quotations/back up your points with academic sources
 - Keep referring back to the question at key points
- Conclusion (***Tell them what you've told them***)
 - Sum up what your discussion has proved
 - Don't be afraid to admit that some issues cannot be solved
 - Make your (evidence-based) opinion clear

Bibliography

- Ensure that you collate your references and bibliography from the start (Please refer to the module handbook guidance notes for further assistance.
- Referencing – (in the main text and in the bibliography) – please use the Harvard Referencing System. See handout or Moodle for further guidance.

Appendices

- You are welcome to include appendices, however only be where necessary for items such as tables and diagrams to support/illustrate the main body of the text.

You will not be awarded any marks for work included in the appendices, and please do not use the appendices as an alternative location for work that should appear in the main text. It is not recommended that you include published secondary information such as annual reports and company literature, etc. within the appendices.

Writing the assignment

- Unpack the question and identify lines of enquiry
- Collect evidence from texts
- Select and order material
- Consult criticism
- First draft
- Final version

APPENDIX 4: ESSAY INSTRUCTION TERMS

Writing Assignments - what's required?

Assignments require learners to demonstrate their knowledge and understanding and/or skills related to the topic being studied. They usually take the form of written instructions around the approach to be taken to address the assessment criteria. It is important that learners understand what they are being asked to do, as the misinterpretation of instruction terms can lead to the wrong approach and ultimately failure to meet the assessment criteria. Sometimes even experienced students get it wrong and can become confused between terms like “analyse” and “assess”.

We hope that the following glossary of commonly used instruction terms will help you to understand the approach to take when completing your assignments.

Instruction term	What's required
Analyse To examine something in great detail in order to understand it better or discover more about it	Begin by breaking an issue into its constituent parts. Then look closely at each part, considering how they are linked. Use relevant evidence and supporting arguments (for and against) to back up your overall view of the issue or subject.
Assess To examine something in order to judge or evaluate it	Examine closely, in a balanced way the strengths and weaknesses of a theory/practice or situation. State your conclusion, and justify your judgment clearly.
Compare and contrast To look for similarities <i>and</i> differences between two or more things.	Present the similarities and the dissimilarities between two or more things – these may be theories or practices or approaches. Identify and consider reasons for significant similarities and differences. <i>Note: Compare and contrast often feature together but may be asked for separately.</i>
Consider To think carefully about something in order to form an opinion	Look at the topic from alternative viewpoints and express your own opinions based on relevant evidence and your personal experience.
Critically evaluate To question information and opinions in the text in order to evaluate or judge its worth overall.	This involves considering research texts, propositions and statements and the extent to which they are valid and/or the extent to which you agree with them. It is important to look at evidence taken from a wide range of sources which both agree with <i>and</i> contradict an argument. You should come to a final conclusion which must be based on your judgment about the most important factors, and which you can justify
Define To give a precise meaning to something	Clearly express and/or describe what is meant by something, and discuss any limitations of the definition
Demonstrate To show, explain or describe how something works or how to do something	You may be asked to demonstrate a skill by performing a task under observation. This could also involve providing a written explanation or description of how something works or how something could be done. If asked to demonstrate through writing it is useful to provide concrete and practicable examples
Describe To give an account of something	You may be asked to briefly describe or to give a detailed description of something or some event. Take note of how much detail is required and provide information about what something is, or what is done and how it is done, as appropriate.
Discuss A written consideration of a topic	Think of discussion as a written debate. Present arguments for and against a proposition or advantages and disadvantages of a given approach. You will need to show

	that you can present a reasoned argument backed up by evidence and you must include your conclusion/s.
Evaluate To assess the value or worth of something	This involves looking at how well or successfully something has been done or carried out. This could refer to theories, policies or practice. Use qualitative and quantitative data and independent assessments as measures of success where appropriate.
Examine To inspect or study something in detail	Look at the topic closely in order to establish the most important facts and information related to it. Explain why you think these are important and also acknowledge any possible alternative interpretations of the facts.
Explain To make the meaning of something clear	Give an account of something with sufficient clarity and detail to be understood by someone else. You may be asked to briefly explain or give a detailed explanation, but the overall aim is to help the reader to understand. Focus on the how and why, define key terms, and clarify context. Break down complex procedures so that they can be understood. It is sometimes useful to give an example to provide further clarity.
Explore To make a careful investigation or study of something	This involves consideration of a range of views, and raising questions about them. It is not always possible to come up with definitive answers, but, if possible, draw conclusions based on the weight of supporting evidence.
Identify To be able to determine what something is	Usually asked for in the context of identifying key features or characteristics of something. Unless specifically asked to do so, do not simply produce a list as you need to state the relevance and/or function of the thing/s you have identified.
Illustrate To clarify through the use of explicit examples or comparisons	If you are asked to illustrate your answer, you are required to clarify something by providing concrete example/s. These are used to show how something works or happens in reality.
Outline To convey the main points of a topic	Provide a general account or plan of something, concentrating on the main features or points and inter-related themes, but ignoring fine detail.
Review To look at something critically	This could involve studying and assessing something e.g. books, articles, and presenting an opinion on them. It could also involve surveying past (and/or on-going) actions, performance or events to measure outcomes and success. Reviews should not be merely descriptive, but should be a critical assessment of the topic
State To express clearly and briefly	Write in clear terms the key points related to the subject. Be factual rather than descriptive and avoid adjectives.
Summarise To concisely state or re-state the main points of something	Provide a brief statement of the key facts or points of the subject, avoiding unnecessary information or detail. You might be asked to summarise something that you have covered in detail earlier in an assignment. A summary is often used at the beginning of a substantial report to provide a shortened version of what has been written.

This list is not exhaustive. If you are unsure of what required of you, speak to your tutor who will provide clarification for you.

APPENDIX 5: HOW TO GET A GOOD MARK?

Good marks are awarded for work which: -

- Meets the set criteria (learning outcomes in the module descriptor) and follows appropriate conventions
- Shows understanding of the key issues and reflect on them
- Is well structured and organised
- Demonstrates good background reading
- Develops a strong argument and presents a clear position on the issue
- Uses evidence and examples to support arguments, points and conclusions
- Indicates the relationship between issues and concepts within the subject area
- Reveals some thought and reflection
- Is succinct, well-expressed, properly referenced and error-free

Even better marks for these in addition to the above:

- Engages actively with subject-related debates in a thought-provoking way
- Demonstrates a deeper and more subtle understanding of the significance of the issues and evidence, drawing out complexities or nuances
- Synthesises material well.

APPENDIX 6: CRITICAL WRITING V'S DESCRIPTIVE WRITING

Descriptive writing	Critical writing
States what happened	Identifies the significance
States what something is like	Evaluates strengths and weaknesses
Gives the story to far	Weights one piece of information against another
Outlines the order in which things happened	Makes reasoned judgements
Instructs how to do something	Argues a case according to the evidence
Lists the main elements of a theory	Shows why something will work (best)
Notes a method used	Identifies whether something is appropriate or suitable
States when something occurred	Identifies why the timing is of importance
States the different components	Weights up the importance of component parts
States options	Gives reasons for selecting each option
Lists details	Evaluates the relative significance of details
Lists in an order	Structures the information in order of importance
States links between items	Shows the relevance of links between pieces of information
Gives information or reports findings	Evaluates information and draws conclusions

APPENDIX 7: GOOD AND BAD CRITICAL REFLECTION

(Taken from: Cottrell, S. 2011. Critical Thinking Skills. 2nd Ed. Palgrave, Hampshire.)

Aspect	Good critical reflection	Poor critical reflection
1. Experience	Draws on personal, group or workplace experience as a means of testing out theory or learning new lessons, looking at experiences with a critical eye.	Assumes 'experience' is an end in itself; that one's own experience is typical of others' without good evidence that this is so; that experience equates to 'insight', without bringing a critical eye to it.
2. Personal responsibility	The best critical reflection demonstrates integrity both in focussing on one's personal role, such as the assumptions brought to a situation or actions taken or omitted, and in taking responsibility for the consequences of these.	Poor critical reflection finds ways of deflecting blame onto other people or the context itself for the way events unfolded. Alternatively, personal responsibility is addressed in a superficial way, so that the relation of action and consequence is not considered in depth. It is also poor practice to assume personal responsibility and guilt for matters that are not simply down to oneself.
3. Focus	Selects a focus such as a particular time-period, set of events, specific kinds of incident or examples of interactions.	Rambles around or covers too many dimensions so it isn't clear what is the focus of the reflection.
4. Scale	The focus is broad enough to offer challenge and meaningful insights but can be reasonably explored in the timescale and word limit.	Is either too narrow to provide the insights needed or too broad to look at things in any depth.
5. Direction	However it may start, good critical reflection begins to take direction as the person starts to identify, and then focus on, selected themes for closer attention.	Rambles or hops about rather than finding a direction.
6. Depth	Delves below the surface: it picks up on initial thoughts and insights, analysing these further with the aim of gaining deeper insights or broader applications.	Is superficial. It doesn't demonstrate any interest in burrowing beneath the surface to understand more.
7. Challenge	Usually tackles a difficult area or enters difficult terrain, such as matters that are personally difficult, or issues that are complex and don't lend themselves to easy answers	Tends to stay within safe territory or deals with difficult issues in a superficial way or doesn't seem to take the person forward in their understanding.
8. Theory	Draws on relevant theoretical standpoints, research, or established professional practice in ways that demonstrate how these have helped understanding. Where relevant, it relates the particular incident to broader social and political issues.	Draws only on the person's own ideas experiences and anecdotes, or makes superficial passing references to theory and research.
9. Critically	Brings a searching, critical eye to the focus of the reflection, to emerging insights, and to any theories or sources of information. This critically is used to take the person forward in their understanding of the core emerging issues, such as by challenging their own ideas and	Is preoccupied mainly with describing situations, content or events. May include critical analysis but this doesn't seem to be used in a way that really develops an understanding of the core emerging issues.

	actions, or showing how their experiences supports or challenges existing knowledge.	
10. Insight	The reflection takes the person forward in their understanding, such that they can make more sense of their situation, work or study, manage better within it, do things differently, apply understandings to new contexts etc.	The reflection gives little indication that the person has moved forward in their understanding of the context or issue, or self-knowledge.
11. End-points	The process of reflection may take the person in many different directions. However, by the end, they have stood back, drawn out the key messages of what they have learnt, and summarised these as conclusions or recommendations.	The reflection reads more as description of a process or rambling free association. The lessons learned are not drawn out clearly as conclusions or recommendations.
12. Audience	If this is to be used in academic, work or public contexts, the writing up of reflection demonstrates a sound understanding of ethical considerations and stylistic or academic contentions that may apply. Issues of confidentiality have been addressed appropriately.	The reflection is handed in or made public without all due care being taken to ensure that confidentiality and other data protection issues area addressed; no thought is given to how to make the reflection manageable for others to read.

APPENDIX 8: BLOOM'S TAXONOMY

Bloom's taxonomy can be used in improving academic writing from the purely descriptive to more evaluative thus addressing the higher level writing requirements.

Bloom's taxonomy was created by a group of psychologists in 1956, with Benjamin Bloom at the helm. A mechanism for the classification and categorization of different levels of learning, teachers can apply the six-staged diagram's principles to intellectual learning in the typical classroom environment.

The six levels of bloom's taxonomy, in order (lowest to highest), are knowledge, comprehension, application, analysis, synthesis and evaluation. All of these stages slot into the cognitive domain, which relates to how the brain processes information and thoughts.

Knowledge, the bottom level, is the ability to show memory of topics that have been studied in the past, by recalling facts; using related terminology; knowing patterns and trends; and having an awareness of different attitudes and theories on the subject.

To progress from here, the ability to make comparisons through pinpointing similarities and differences is required, whilst being able to interpret information more readily - comprehension. The third stage, application, requires the pupil to use pre-learned information in a slightly different way, perhaps by applying it within a variety of new circumstances.

Analysis is a key stage - a platform that enables students to access the higher-end of bloom's taxonomy. Information must be looked at and broken down - rather like picking something apart. By doing this, reasons for an event and new evidence to support it happening can be unveiled.

The next stage, synthesis, takes things that extra step further. Here, it is demanded that the pupil uses more of their own initiative, introducing their own ideas to provide solutions to a problem. This requires planning, through which the student has to consider how best to put together pieces of information.

Finally, the highest level of this classification is applied: evaluation. This typically involves looking at other people's ideas, and being a critique of them - in addition to assessing your own perspective. Evaluating something is about making judgments, based on a given brief, theory or statement. Here, it's essential that the student gives reasons for and against - making a more balanced argument than is required further down the pyramid. (Teachnology, ND).

<http://www.teach-nology.com/tutorials/teaching/blooms.html>

*****The tables below show the different words that can used to write at a higher level, and the questions underneath each column can be considered as a way of progressing an academic discussion.***

BLOOM'S TAXONOMY – USEFUL WORDS TO IMPROVE ACADEMIC WRITING

← LOW LEVEL THINKING SKILLS →

Knowledge

Recall / *regurgitate* facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding *finding information* from the *text*. Demonstrating basic understanding of facts and ideas.

Application

To *use* in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give exam- ples	Purpose
Compare	Illustrate	Relate
Contrast	illustrate	Rephrase
Demon- strate	Indicate	Report
Discuss	Infer	Restate
Estimate	Interpret	Review
Explain	Match	Show
Express	Observe	Summarise
		Translate

Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening . . . what is meant . . . ?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Analysis

To **examine** in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relation-
Categorise	Highlight	ships
Cause and	In-depth	Reorganise
effect	discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Synthesis

To **change** or **create** into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Evaluation

To **justify**. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we	Select
Convince	know?	Support
Criteria	Importance	Test
Criticise	Infer	Useful
Debate	Influence	Validate
Decide	Interpret	Value
Deduct	Judge	Why
Defend	Justify	
Determine	Mark	

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?