Module Handbook: Professionalism and Leadership

Academic Year: 2016-17

Enrolment Date:

MSc Advanced Practice in the Human Services

Module Details

Module code: XXXXX

Module title: Professionalism and Leadership

Introduction

This module has been developed to explore and establish the significance of professionalism and leadership as core elements of advanced practice. Notions of what 'professionalism' means have evolved over time, ranging from highly elitist conceptions to more egalitarian ones. It is a term that is often used without any great clarity about what it means or what its constituent elements are. Advanced practice, this module argues, needs to be based on a fuller and broader understanding of professionalism and its implications.

Leadership is also an important concept as an underpinning of advanced practice, and another term that is often used without a full understanding of what it means and what its implications are. Leadership is also traditionally seen as a matter for managers, but what this module will clarify is that all professionals have a degree of leadership responsibility.

It is based on the following main elements:

1. A substantial set of multimedia learning resources.
2. A workbook with associated exercises and space for notes. This will act as both a focal point for your studies and a subsequent reference resource.
3. Online discussions to explore the key issues arising and their practice implications.
4. A monthly online seminar.
5. Individual support by electronic means.

Contact Details

Dr Viv Dacre v.dacre@glyndwr.ac.uk

Dr Neil Thompson neil@avenuemediasolutions.com

Tel 01978 293060

Module Aims

The overall aims of the module are:

- To develop a sophisticated understanding of the roles of professionalism and leadership in contemporary organisations.
- To recognise the historical changes in definitions of professionalism and the current emphasis on 'authentic' professionalism.
- To appreciate the leadership element involved in all professional roles and not just in management ones.

Module Learning Outcomes

By the end of the module students will be able to:

Demonstrate an understanding of the role of human services professionals in relation to leadership.
Critically analyse the role of professionalism in the human services.
Develop and sustain the 'three Rs': resourcefulness, robustness and resilience.

Module Timetable and Syllabus Outline

Timetable

Dates to be added.

Syllabus

The module will cover the following elements:
1. Introduction: Why study professionalism and leadership?
2. What is professionalism?
3. What is leadership?
4. Organisational culture
5. Motivation and morale
6. Effective communication and supervision
7. Teamwork and supervision
8. Anti-discriminatory practice
9. Stress
10. Authentic leadership
11. Self-leadership
12. Pitfalls to avoid: obstacles to professionalism and leadership

Module materials

Details of the module materials are to be found in the Module Workbook.

Module Assessment:

The assessment for this module is an organisational analysis to explore the significance of professionalism and leadership in an organisation known to the student. Guidance on structure and format will be given.

To be submitted by 4pm [tbc]

Arrangements for feedback on your work

Students who submit their assignments via Moodle by the appropriate submission dates are entitled to expect their assignments to be marked and returned within three weeks. You should also expect to receive evaluative feedback on your assignments designed to help you learn from that assignment so that you can further improve your performance.

It is our intention that the assessment tasks promote students' learning. Students will receive

feedback in the form of written comments on the mark sheet. In addition students will be encouraged to discuss the tutor feedback within tutorial meetings. An example of the mark sheet appears below. Take note of the weighting for allocating marks within each section. You can gain marks simply by following the instruction about how to present an essay and including such things as pages numbers and a word count etc.

Student Number: Rhif y Myfyriwr		
Module: Modiwl		Final Mark/ Marc terfynol
First Marker: Marciwr Cyntaf		Overall mark:
Second Marker: Ail farciwr		
Declaration In submitting this assignment I confirm that this is the product of my own work and I am aware of and agree to abide by the University's regulations concerning plagiarism.		

The marking schema is as follows:

1. PRESENTATION / CYFLWYNIAD   20% of marks
i) Presentation includes use of correct layout, word count, page numbering, font and spacing
ii) Presentation of references, quotations and bibliography in relation to required format
iii) Writing style, including sentence construction, paragraphing, spelling, punctuation

2. SELECTION OF MATERIAL   15% of marks
i) Extent and use of sources
ii) Acknowledgement of sources

3. STRUCTURE & RELEVANCE	15% of marks

Introduction, appropriate progression of themes, conclusion, relevance of material to the question set

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4. CONTENT	50% of marks

i) Knowledge, understanding and ability to present competing evidence

ii) Contextualising of knowledge in appropriate anti-discriminatory framework

iii) Application to practice

Overall Comments

The marking criteria are as follows:

Description-	Mark%
Outstanding work of exceptional merit. Polished, imaginative approach to the topic, comprehensively elaborating an innovative and distinctive perspective on a range of areas to evaluate key issues and controversies in a broader critical context with, where appropriate evidence of an iterative relationship between theory and practice.	75+
Polished, imaginative approach to the topic, comprehensively elaborating on a range of areas to evaluate key issues and controversies in a broader critical context with, where appropriate evidence of an iterative relationship between theory and practice.	65-74
Carefully and logically organised work, using material that is current, relevant and has been structured, showing average or above average knowledge of subject matter, where there has been some attempt to locate the debate in broader contexts with, where appropriate evidence of an iterative relationship between theory and practice.	55-64

Work shows some coherence and organisation and is clear. Work presents relevant but not comprehensive information, competently drawing on a limited set of sources. There is evidence that knowledge informs and transforms practice	46-54
Knowledge and Understanding are demonstrated but not fully articulated. The work shows some structure and is clear. There are signs that knowledge informs practice.	40-45
Work is vague or unclear but some knowledge and understanding can be discerned and there is some minimal signs that it has informed aspects of practice	30-39
Little knowledge or understanding is demonstrated, the work is very unclear or vague at times and there is little evidence of knowledge having an impact on practice.	
Work is deficient on most levels	30

What to do if you are unable to submit your work by the assessment deadline:

Always contact a tutor should you have any concerns. Tutors are available to support your academic progress and are best contacted via email. Tutors are able to grant a short extension to the submission deadline should you have particular unforeseen circumstances. Please email the course tutor with a request for a short extension and the reason for the request. You may also wish to discuss your particular needs with a tutor and this can be achieved via a telephone discussion or for a longer discussion then a tutorial meeting can be available via appointment.

If however you require longer than a short extension of more than a few weeks, it is possible to request extenuating circumstances. Tutors can support you with this process.

Module Reading List

The module includes a great deal of audio-visual learning materials, but you will need to supplement those materials with extensive reading in order to develop the sound foundation of knowledge you need as an advanced practitioner.

Essential reading

Thompson, N. (2016) *The Professional Social Worker*, 2nd edn, London, Palgrave Macmillan.

Thompson, N. (2016) *The Authentic Leader*, London, Palgrave Macmillan.

Gilbert, P. (2005) *Leadership: How to Be Effective and Remain Human*, Lyme Regis, Russell House Publishing.

Recommended reading

Cribb, A. and Gewirtz, S. (2015) *Professionalism*, Cambridge, Polity.

Duyvendak, J. W., Knijn, T. and Kremer, M. (eds), (2006) *Policy, People, and the New Professional: De-Professionalisation and Re-Professionalisation in Care and Welfare*, Amsterdam, Amsterdam University Press.

Gill, R. (2011) *Theory and Practice of Leadership*, 2nd edn, London, Sage.

Hames, R. D. (2007) *The Five Literacies of Global Leadership*, San Francisco, CA: Jossey-Bass.

Linstead, S., Fulop, L. and Lilley, S. (2009) *Management and Organization: A Critical Text*, 2nd edn, Basingstoke, Palgrave Macmillan.

Moss, B. (2015) *Communication Skills for Health and Social Care*, 3rd edn, London, Sage.

Parker, J. and Doel, M. (eds) (2013) *Professional Social Work*, London, Sage.

Thompson, N. (2011) *Effective Communication*, 2nd edn, Basingstoke, Palgrave Macmillan.

Ward, A. (2014) *Leadership in Residential Child Care: A Relationship-based Approach*, Norwich, Smokehouse Press.

Module Workbook

This module has an accompanying workbook. This contains space for you to take notes as you study the online materials, together with exercises relating to the online materials. You will need to print this out and have a hard copy available to you throughout the module. It will subsequently serve as a reference source for you.

We recommend that you set up a lever arch file or equivalent to store your module workbooks and other course materials.