STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Information			
Module Title	Leadership, Complexity and Change in Healthcare: Theory, practice and development		
Module Code	UMODT7-20-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	20	ECTS Credit Rating	10
Faculty	Faculty of Business & Law	Field	Organisation Studies
Department	FBL Dept of Business & Management		
Module Type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
Overview: In a complex and changing world clinical leaders must navigate considerable tensions, uncertainty and ambiguity in order to deliver high quality care. This module draws on the latest theory, practice and research to enable participants to analyse, explore and reframe their understanding and experience of leadership and management in order to more confidently and creatively address the challenges faced by them and their organisations. The module takes a critical approach, focussing on the inter-related themes of leading self, teams, organisations and systems in order to develop an integrated understanding of the complexities of leading change in contemporary healthcare settings. Throughout the module we emphasise the importance of context, noting that the capacity of healthcare leaders to deliver sustainable improvements in patient services is impacted by a diverse range of social, economic and environmental factors and that responses and outcomes are always subject to scrutiny and contestation. By completing the module, students will develop the mindsets, resilience and ability to work with these tensions and will learn to leverage their influence and authority more effectively. **Features**: •   This module is delivered by the Faculty of Business and Law in collaboration with the Faculty of Health and Applied Sciences. •   Small group discussions, case studies and practical activities are used to provide insight into the complexities and dynamics of leading change in health and social care. •   Students are encouraged to keep a learning log, where they explore their thoughts, feelings, experiences and reflections, in order to identify and address personal and professional development needs.

Educational Aims: This module is aligned with the professional standards for the Advanced Clinical Practitioner (ACP) integrated degree programme (https://www.instituteforapprenticeships.org/apprenticeship-standards/advanced-clinical-practitioner-degree/). For further details please refer to the module overview, outline syllabus, teaching and learning methods and learning outcomes.

Outline Syllabus: 1.   Leading and managing in a changing world – what are the challenges and opportunities for clinical leaders?
2.   Leadership styles and behaviours – what kind of leader are you and how could you become more effective in the teams you lead?
3.   Leadership, identity and context – what is your leadership journey, how are you perceived by others and what does this mean in terms of your leadership practice?
4.   Collective and compassionate leadership – what do we notice when we shift our focus from leaders to leadership and from roles to relationships?
5.   Diversity, power and inclusion – why does it matter and how can we use our power, authority and influence to enable and embrace marginalised voices?
6.   Systems leadership and systems change – how do we mobilise and sustain change in complex healthcare systems?
7.   Strategic and entrepreneurial leadership – how do we create cultures of innovation and creativity, where people are motivated to work towards shared aims and purpose?
8.   Enabling and evaluating leadership learning and organisational development – what does it mean to develop leadership capacity, for ourselves and others, and how can we meaningfully monitor and assess progress?
9.   Issues of ethics and culture in leadership – what are the values, beliefs and assumptions that underpin clinical leadership and how do these align with broader social and organisational perspectives?
10.   Module review and assessment briefing – what are the key learning outcomes for the module and how can these be demonstrated through the assessment?

Teaching and Learning Methods: The module adopts a work-based and problem-solving pedagogy where learning is grounded in the external context of the student's employment. Assessments require application of what has been learnt to the student's employment context, enabling students to address real issues from their teams and organisations, to reflect on their experience as a clinical practitioner and to identify personal and professional development needs.
Learning in the module is achieved through a combination of class-based activity (which may take place in a physical or virtual classroom) and independent study, supported by online materials. This will combine formal inputs, focussed reading, structured case presentation, practical exercises and more informal inputs such as individual/group exercises and projects with individual/group/plenary reviews. Significant emphasis will be placed on learning from practice and experience and study hours will be divided in a balanced manner between reflective exercises and reviews, lectures, and reading.
The learning process will enhance students' skills in the following areas:
•   Knowledge and understanding – recognising the changing context of health and social care and the implications for leadership and management in clinical practice.
•   Intellectual skills – developing skills of evaluation, critical analysis and presenting a compelling, evidence-based argument.
•   Subject/professional/practical skills – enhancing awareness of contemporary leadership theory and developing personal and professional effectiveness as a clinical leader.
•   Transferable skills and other attributes – understanding and applying a range of relevant concepts and taking responsibility for education and development of self and others.
Some of these focus on self-leadership, but the majority will inevitably involve working with others in ever-evolving relationships. We explore what it means if leadership capabilities are shared across people rather than held by individuals.

Part 3: Assessment

The module is assessed by means of a 3,500 word written assignment that includes a critical analysis of an organisational change event and personal reflection on learning from the module and future development needs. Marking criteria relevant to the learning objectives will be used to allocate marks to students.
The objective of this form of assessment strategy is to determine whether students can relate their organisational leadership and managing practice to the concepts and experiences discussed within the module. This is with particular reference to their ongoing leadership development (including knowledge, behaviour and skills) and relating to relevant issues and situations within their organisation.

Referred assessments will follow the same format as above through a reworking and resubmission of the original assessment.

First Sit Components	Final Assessment	Element weighting	Description
Presentation - Component A		40 %	10-minute presentation (pre-recorded online) - A presentation providing a critical analysis of a change event within their own organisation or systems context.
Written Assignment - Component A	✓	60 %	Critical reflection essay (2,500 words) - A critical reflection essay, building on their evolving identity as leaders, their personal learning from the module and future development needs.
Resit Components	Final Assessment	Element weighting	Description
Presentation - Component A		40 %	10-minute presentation (pre-recorded online) - A presentation providing a critical analysis of a change event within their own organisation or systems context.
Written Assignment - Component A	✓	60 %	Critical reflection essay (2,500 words) - A critical reflection essay, building on their evolving identity as leaders, their personal learning from the module and future development needs.

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:

Module Learning Outcomes	Reference
Demonstrate understanding of the assumptions underpinning contemporary leadership theory and practice and the implications for leading change in complex healthcare contexts.	MO1
Evidence ability and commitment to continue learning through critical reflection on practice, experience and evolving identity as a leader, including future professional development.	MO2
Recognise opportunities to engage proactively with change and adopt an innovative mindset, where others are motivated and empowered to work towards shared aims and purpose	MO3
Critically reflect on the role and impact of organisational culture and complex systems in leadership and change.	MO4
Demonstrate understanding of the value of diversity and inclusion in healthcare organisations and the importance of inclusive leadership in employee engagement and compassionate, patient-centred care.	MO5
Evidence understanding and reflexivity in relation to the ethical dilemmas of leadership and the significance of power, politics and identity in healthcare organisations.	MO6
Communicate effectively, presenting themselves and their ideas with confidence in a professional context.	MO7

Contact Hours	**Independent Study Hours:**	
	Independent study/self-guided study	160
	Total Independent Study Hours:	160
	Scheduled Learning and Teaching Hours:	
	E-learning/online learning	3
	Face-to-face learning	36
	Presentations (individual or group)	1
	Total Scheduled Learning and Teaching Hours:	40
	Hours to be allocated	200
	Allocated Hours	200
Reading List	*The reading list for this module can be accessed via the following link:* https://rl.talis.com/3/uwe/lists/F7F8F2BE-984E-DE7C-1217-8269F7FD5A8B.html	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: