

## MODULE SPECIFICATION

Part 1: Information									
Module Title	Leadership Skills in Context								
Module Code	UZYK	(HR-15-3	Level	6					
For implementation from	September 2022								
UWE Credit Rating	15		ECTS Credit Rating	7.5					
Faculty	Healt Scien	h and Applied ce	Field	Allied Health Professions					
Department	Allied	Allied Health Professions							
Contributes towards	BSc (	SSc (Hons) Occupational Therapy – compulsory module							
Module type:	Stand	andard							
Pre-requisites		None							
Excluded Combinations		None							
Co- requisites		None							
Module Entry requirements		None							

## Part 2: Description

The aim of this module is to enable the students to critically reflect upon the service developed within the concurrent module – Promoting Occupation and Leadership in Evolving Practice – and to consider the leadership, and other, skills they would need to use to be the occupational therapist called upon to actually initiate that service and lead it, and to widen that consideration to leadership skills needed by occupational therapists in any field. All aspects of service delivery, including the role of audit and quality assurance processes, are considered to ensure the efficiency and efficacy of that specific service can be evaluated. The syllabus is aligned towards supporting that reflective appraisal, through tutorials; cohort and group discussions; along with some lead seminars in pertinent subjects. This module is closely aligned in delivery to Promoting Occupation and Leadership in Evolving Practice.

Some of the subjects usually covered in lead lecture/seminar sessions includes:

- The principles of partnership working
- Theories around leadership what does it mean and what is effective leadership
- Evaluation of frameworks and strategies for service outcomes and evaluation: uni-professional and interprofessional
- The policy context: delivering occupational therapy services to promote health and well-being within the current health and social care policy context
- Political and ethical dilemmas in service set up, delivery and evaluation
- The role of reflective practice in service delivery and review: maintaining professional identity and standards, role of Health and Social Care Professions Council, Royal College of Occupational Therapists.

	Generic Graduate Skill		Specific strand (e presentation) - Optional	g Introduced	Developed	Evidence	ed				
	1.	Communication	Interview			$\boxtimes$					
	2.	Professionalism	Interview		П						
	3.	Critical Thinking	Interview								
	4.	Digital Fluency									
	5.	Innovative and Enterprising	Interview								
		Forward Looking	Interview				$\boxtimes$				
		Emotional Intelligence	Interview								
	8.		Interview								
	8.	Globally Engaged	interview			<u> </u>					
Part 3: Assessment											
Comp	ponent A	: Interview format oral exam – ı	maximum 20 min	utes							
question and answer interview style session. This assessment will allow students to demonstrate their critical analysis and reflection skills, alongside their understanding and application of leadership skills to a given setting.  Rationale  The use of a Question and Answer format enables markers to clarify the students understanding of certain issues and affords the students the opportunity to clearly demonstrate their level 6 professional reasoning skills. The use of this type of assessment as the final summative experience is well placed in terms of developing the ability to clearly articulate the occupational therapy skills they possess within an interview format, which will feed into the range of their employability skills.  Formative Assessment  Students will be given formative feedback on their work and skills as they progress through the module.  Component A1											
Identify final timetabled piece of assessment (component and element)											
0/ wo	iahtina l	hatwaan companants A and B	(Standard madu	log only)		A: 100	<b>B</b> :				
% weighting between components A and B (Standard modules only)											
First Sit											
Component A (controlled conditions)  Description of each element						Element weighting					
Interview format oral exam – maximum 20 minutes						100					
Resit (further attendance at taught classes is not required)											
Component A (controlled conditions) Description of each element						Element weighting					
Interview format oral examination— maximum 20 minutes						100					
Part 4: Learning Outcomes & KIS Data											
Learning Outcomes  On successful completion of this module students will be able to:  • Critically discuss the key elements of effective leadership and how these apply in general occupational therapy practice and specifically within the proposed service (Component A)											

Consider planning and strategies towards the launch of a new occupational therapy led service, and critically reflect upon the importance of effective leadership skills to this process (Component A) Clearly articulate and evaluate the skills and attributes, both professional and personal, that they possess, and are required of them as practitioners, including development of leadership skills and potential (Component A) Discuss the boundaries of practice and critically reflect on the role of practice standards, audit and quality assurance within a specific setting (Component A) **Key Information Sets Information** (KIS) Key Information Set - Module data 15 Number of credits for this module Hours to Scheduled Independent Placement Allocated be learning and study hours study hours Hours allocated teaching study hours 150 36 114 0 150 The table below indicates as a percentage the total assessment of the module which **Contact Hours** constitutes a; Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique) Total assessment of the module: Written exam assessment percentage 0% Coursework assessment percentage 0% **Total Assessment** Practical exam assessment percentage 100%

## Reading List

https://rl.talis.com/3/uwe/lists/113E9150-329B-4B89-836A-10499FA5A746.html?lang=en-US&login=1

100%