



MODULE SPECIFICATION

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

Part 2: Description
<p>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.</p> <p>Some of the subjects usually covered in lead lecture/seminar sessions includes:</p> <ul style="list-style-type: none"> • 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 (eg presentation) - Optional	Introduced	Developed	Evidenced
1. Communication	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Professionalism	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Critical Thinking	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Digital Fluency		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Innovative and Enterprising	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Forward Looking	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Emotional Intelligence	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Globally Engaged	Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part 3: Assessment		
Component A: Interview format oral exam – maximum 20 minutes		
There is one summative assignment on this module, which is a 20 minute oral assessment in the form of a 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.		
Identify final timetabled piece of assessment (component and element)	Component A1	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. 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	
1. 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:	
	<ul style="list-style-type: none"> 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) 	

