



Module Specification

Leadership Skills in Context

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Part 1: Information

Module title: Leadership Skills in Context

Module code: UZYKHR-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field:

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module is closely aligned in delivery to Promoting Occupation and Leadership in Evolving Practice.

Features: Not applicable

Educational aims: 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.

Outline syllabus: 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.

Part 3: Teaching and learning methods

Teaching and learning methods: The syllabus is aligned towards supporting that reflective appraisal, through tutorials; cohort and group discussions; along with some lead seminars in pertinent subjects.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically discuss the key elements of effective leadership and how these apply in general occupational therapy practice and specifically within the proposed service.

MO2 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.

MO3 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.

MO4 Discuss the boundaries of practice and critically reflect on the role of practice standards, audit and quality assurance within a specific setting.

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/113E9150-329B-4B89-836A-10499FA5A746.html?lang=en-US&login=1) via the following link <https://rl.talis.com/3/uwe/lists/113E9150-329B-4B89-836A-10499FA5A746.html?lang=en-US&login=1>

Part 4: Assessment

Assessment strategy: 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.

Assessment tasks:

Presentation (First Sit)

Description: Interview format oral exam – maximum 20 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: Interview format oral exam – maximum 20 minutes

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Occupational Therapy [Sep] [FT] [Glenside] [3yrs] BSc (Hons) 2021-22