



## **Module Specification**

### **Leading with Compassion In Public Health**

Version: 2024-25, v1.0, 27 Jun 2024

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>6</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Leading with Compassion In Public Health

**Module code:** UZVSXN-20-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 20

**ECTS credit rating:** 10

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Health, Community and Policy Studies

**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 focuses on compassionate and collaborative leadership in public health services. The focus is on leading change with an emphasis on service user involvement and interdisciplinary working. Learners are encouraged to collaborate with their teams, partners, and organisation to explore innovative ideas and solutions to bring about positive change. Key to the module is the opportunity to experience a lead role and try out skills in influencing and challenge in a safe learning environment supported by academic and practice staff.

Underpinning the module are themes of leadership, compassion, collaboration with colleagues and service users, building on programme themes of equity, inclusion, and public health approaches.

**Features:** In this module organisational support and collaboration is essential in supporting learners to carry out a service improvement in practice. An example is a lead within the organisation offers learners choice around several current projects or service improvements and developments in which the learner can take a lead/part-lead.

Service user involvement and possible challenges need to be explored with the practice assessor in moving the service development forward.

**Educational aims:** To equip learners to take a lead role that is compassionate and effective in leading change.

To create reflective, confident, forward thinking, enterprising practitioners who can lead, influence and challenge.

To provide a safe space and opportunity for learners to try out leadership skills, attributes, and tools in relation to a service development or improvement

To provide an opportunity for learners to seek the views and feedback of people with lived experience in the design and implementation of services.

To contribute to the development of public health services that meet the needs of services users through interdisciplinary working and collaboration.

Integrated into the above are the Sustainable Development Goal (SDG) 3 of Good Health and Wellbeing and 16, Peace, Justice and Strong Institutions. This will be evident through a focus on compassionate and care in leadership and in promoting compassionate organisational cultures.

As post graduate learners, there is a recognition that experiences, knowledge, skills, and behaviours in leadership will differ. Modelling shared, collaborative learning approaches in the module enables diverse experiences to be valued, explored, and developed.

Integrated throughout are opportunities to critically examine and apply key leadership concepts, theories, and models.

**Outline syllabus:** The module contributes to learners achieving the NMC (Nursing and Midwifery Council) Standards of Proficiency for Specialist Community Public Health Nurses (2022) and specifically Sphere of Influence F: Outcome – Leading and Collaborating: from investment to action.

The syllabus typically includes includes:

Leadership theory from several perspectives: individual; team; organisational  
Leadership styles, models, and tools to effect change with a focus on compassionate leadership as a foundational approach

Service user Involvement in the design and implementation of services

Concepts of Enterprise, Entrepreneurship, and Innovation

Organisational Cultures (teams, behaviours, and learning cultures)

A reflexive approach to developing leadership skills and attributes

Application of learning into an area of specialist practice to effect service development and improvement

Critical discussions around compassion and leadership, the challenges of leadership and a positive, enterprising mindset.

Service Improvement methodology.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** The module is underpinned by a shared collaborative approach with practice partners. Learners will be supported by academics and assessors to apply learning in the classroom to their area of specialist practice.

A mixed method approach of face to face, online, directed, and self-directed study enables flexibility. The module includes a mix of large and small group sessions.

There will be some flexibility in mode of delivery to meet the cohorts' learning needs.

Large group teaching combines a lecture style format with several integrated activities that encourage collaboration and discussion. Small group teaching combines teacher and learner led activities that enable critical and analytical discussions with opportunities to explore shared challenges experienced in the practice setting. This enables individuals to develop and build on prior learning, whilst setting personal challenges to meet personal best.

The online structure will mirror face-to-face contact in terms of group working and shared learning opportunities.

To model partnerships and collaborative working, teaching, and learning will involve practice assessors and partners for example commissioners.

All lectures are available as recordings post sessions and all materials uploaded to the university digital platform in advance. All materials will be in accessible formats for neurodiverse learners.

Opportunities for independent learning will be through a variety of mechanisms; signposting to podcasts, vodcasts and alternative learning materials deemed valuable to learners' development. Additional opportunities to meet with commissioners, leads and service users will be integrated into learner's personal leadership development plans.

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

**MO1** Demonstrate a compassionate and collaborative approach in leading a service improvement that promotes and improves the health and well-being of people, communities, and populations.

**MO2** Evidence a collaborative and inclusive approach to service users, teams, and partners in exploring innovative ideas and innovations.

**MO3** Appraise the concepts of enterprise, entrepreneurship and innovation in the health and social care context.

**MO4** Critically reflect on own leadership approach in terms of initiating a service improvement with consideration to collaboration, service users and personal development.

**MO5** Critically evaluate personal ability to become an enterprising change agent able to influence and challenge in own area of specialist practice.

**Hours to be allocated:** 200

**Contact hours:**

Independent study/self-guided study = 152 hours

Face-to-face learning = 48 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/...tml?lang=en&login=1>

## **Part 4: Assessment**

**Assessment strategy:** Summative Assessment

The module is assessed through one task, a 20-minute individual presentation. This presentation builds on feedback from a previous assessment presentation.

A presentation will enable the student to demonstrate their leadership skills and abilities in leading a service improvement using compassionate leadership skills and abilities. The service improvement can be small/medium, or part of a larger project that is ongoing in the organisation.

The learner has the choice to focus on any aspect of the service improvement that highlights their development as a leader, their involvement of the service user and the challenges involved in change.

Formative Assessment

Students will be encouraged to complete a project proposal to support the service improvement and consider how to involve service users.

Each student will be allocated a named tutor to provide formative feedback on the proposal and support further learning and development in preparation for the summative assessment.

**Assessment tasks:****Presentation (First Sit)**

Description: 20-minute individual presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Presentation (Resit)**

Description: 20-minute individual presentation

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Specialist Community Public Health Nursing (School Nursing) {Apprenticeship-UWE}  
[Glenside] PGDip 2024-25

Specialist Community Public Health Nursing (Health Visiting) {Apprenticeship-UWE}  
[Glenside] PGDip 2024-25

Specialist Community Public Health Nursing (Occupational Health Nursing)  
{Apprenticeship-UWE} [Glenside] PGDip 2024-25