

**CDA4 Programme Design Template  
Module specification (with KIS)**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Leadership for Public Health				
Module Code	UZVSMS-15-M	Level	M	Version	1
Owning Faculty	Health & Applied Sciences	Field	Health & Social Sciences		
Contributes towards	MSc Public Health				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations	None		Module Entry Requirements	None	
Valid From	September 2013		Valid to		

<b>CAP Approval Date</b>	May 29 <sup>th</sup> 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the key concepts of Leadership theory and the key differences between Management and Leadership and their relevance to Public Health Practice.</li> <li>2. Demonstrate communication and team working skills in relation to Public Health Practice.</li> <li>3. Critically analyse the complexities of leading and motivating people in the Public Health arena, where one is predominantly working with multiple stakeholders.</li> <li>4. Understand the relationship between leadership and organisational change.</li> <li>5. Develop critical self-reflection skills and encourage creative problem-solving and decision-making in complex environments.</li> </ol>
Syllabus Outline	<p>Leadership in the personal context:</p> <ul style="list-style-type: none"> <li>- Exploration of self as 'leader'</li> <li>- Exploration of leadership styles</li> <li>- Leadership in a collaborative context (partnerships, networks and multidisciplinary teams)</li> </ul> <p>Leading systems :</p> <ul style="list-style-type: none"> <li>- Understanding the context of leadership and to explore the basic concepts of systems and systems thinking</li> <li>- Understand how to recognise systems &amp; how to represent and analyse them</li> </ul>

	<ul style="list-style-type: none"> <li>- Apply systems thinking approaches to key issues in Public Health</li> </ul> <p>The national political and public policy context:</p> <ul style="list-style-type: none"> <li>- Policy and political contexts in which public health professionals/organisation are operating</li> <li>- Theory and practices related to political leadership and policy development in Public Health</li> </ul> <p>The organisational context:</p> <ul style="list-style-type: none"> <li>- Groups, teams and individuals within the organisation</li> <li>- Understanding organisation culture(s)</li> <li>- Role of leadership in effective Public Health practice</li> </ul> <p>Leading for change:</p> <ul style="list-style-type: none"> <li>- Explore theory/models of leadership for change</li> <li>- Understand barriers and facilitators to change</li> <li>- Introduce a range of perspectives on individual and organisational change</li> </ul>
Contact Hours	There will be a total of 30 hours of contact time delivered through lectures, seminars, group work, assessed presentations and on-line activities.
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc.</p> <p>Technology Enhanced Learning will supplement taught sessions, to enable all students to access essential and supplementary learning materials via Blackboard. In particular, students will be offered access to various online technologies they may choose to use to support their presentations. Opportunities for online support and training will be available.</p>
Reading Strategy	<p><b>Core and further readings</b></p> <p>Students will be directed to this reading which is available electronically. Essential texts will be clearly indicated and digitised and provided via Blackboard wherever possible. Students will be expected to read more widely by identifying relevant material using the Module Guide, the Library Catalogue and a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. The purpose of this wider reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b></p> <p>Additional support is available online via the UWE Library Services web pages, including interactive tutorials on literature searching skills and the use of electronic library resources. Workshops are also offered by the library. These can be accessed via the UWE Library Services web pages <a href="http://www1.uwe.ac.uk/library/">http://www1.uwe.ac.uk/library/</a>.</p> <p><b>Indicative reading list</b></p> <p>The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the Module Guide.</p>
Indicative Reading List	<p><b>Texts:</b></p> <p>Beerel, A. (2009) <i>Leadership and Change Management</i>. London: Sage.</p> <p>Grol, R. and Wensing, M. (2004) What drives change? Barriers to and incentives for achieving evidence-based practice. <i>Medical Journal Australia</i>. (6) 180: S57-S60.</p>

Kotter, J.P. (2007) *Leading Change. Why Transformation Efforts Fail. Harvard Business Review*. January, pp.96-103.

Kreuter, M.W., McClure, S.M. (2004) The role of culture in health communication. *Annual Review of Public Health*. 25: 439-55

Leischow, S.J., Best, A., Trochim, W.M., Clark, P.I., Gallagher, R.S., Marcus, S.E., Matthews, E. (2008) Systems Thinking to Improve the Public's Health. *American Journal of Preventative Medicine*.

Luke, D.A., Harris, J.K..(2007) Network Analysis in Public Health: History, Methods and Applications. *Ann Review of Public Health*. 28: 69-93.

McDonnell, G., Heffernan, M., Faulkner, A. (2005) *Using System Dynamics to analyse Health System Performance within the WHO Framework*. International System Dynamics Pty Ltd.

Northouse, P. (2013) *Leadership: Theory and Practice*. 6<sup>th</sup> ed. London: Sage Publications.

Rooke, D. and Torbert, W.R. (2005) Seven Transformations of Leadership. *Harvard Business Review*. 83(4), pp. 67-76.

Rowe, W. G. (2001) Creating Wealth in Organizations: The Role of Strategic Leadership. *Academy of Management Executive*. 15(1),pp. 81-94.

Rowitz, L.(2003) *Public Health Leadership*. Sudsbury, MA: Jones and Bartlett Publisher.

Zaleznik, A. (2004) Manager and Leaders. Are they Different? *Harvard Business Review*. January, pp. 74-81.

### Part 3: Assessment

#### Assessment Strategy

Assessment is by means of a group presentation (30% weighting) and a reflective essay (70% weighting), to demonstrate application of leadership theory to public health practice, presentation skills, group collaboration and responsiveness to peer feedback and discussion. The purpose of the presentation is to enable students to develop and demonstrate presentation skills alongside subject specific skills and knowledge. Each group member must participate in the presentation (Assesses Learning Outcomes 1,2). The quality of presentations (30% of mark) and the content (70% of the mark) will be assessed by the module team. A group mark will be awarded for the presentation, although individual effort will be recognised and assessed through a reflective essay component which critically analyses the intervention, processes and theories presented within the presentation (Assesses Learning Outcomes 1,3,4,5).

The assessment details will be published in the module handbook at the start

	of the module.
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Identify final assessment component and element	Component B: Reflective Essay	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>30</b>	<b>70</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Presentation Skills (group mark)	30%	
2. Presentation Content (group mark)	70%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Reflective essay linked to the presentation	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Presentation Skills	30%	
2. Presentation Content	70%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. Reflective essay linked to the presentation	100%	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		