



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Leadership and Innovation | | | | |
| Module Code | UZTSVU-20-3 | Level 3 | 3 | Version | 1 |
| Owning Faculty | Health and Applied Sciences | Field | Continuing Care Adult Nursing | | |
| Department | Nursing and Midwifery | | | | |
| Contributes towards | BSc(Hons) Specialist Practice, BSc(Hons) Professional Development, BSc (Hons) Professional Studies, MSc Advanced Clinical Practice | | | | |
| UWE Credit Rating | 20 | ECTS Credit Rating | 10 | Module Type | Project |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | CPD or stand alone. | |
| Valid From | September 2015 | | Valid to | September 2021 | |

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| CAP Approval Date | 2 June 2015 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically reflect on the development of their own leadership skills to consider how best to deliver and enhance collaborative working across organisational boundaries and systems (Component A). 2. Appraise theories of organisational culture, leadership and change and their influence as 'enablers' to service improvement, quality, governance and the service user experience. (Component A). 3. Explore coaching and mentoring tools that focus on developing leadership skills, knowledge and professional practices that enhance the individual's and a team's performance. (Component A). 4. Utilise professional influencing and negotiating skills as part of their leadership repertoire. (Component A) 5. Demonstrate an understanding of the broad economic structure of the NHS and how this impacts on local finance and organisation at unit level 6. Reflect on the structure of the NHS and the policy drivers that impact on service users, individuals and teams in a system in perpetual change. (Component A) |

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| Syllabus Outline | <ul style="list-style-type: none"> • Theories of clinical and managerial leadership • Understanding change, innovation and transformation in NHS and wider health care systems • Understanding self, in relation to the leadership role- resilience, mindfulness and emotional intelligence • Inter collegial/professional/cross boundary-sector working • Authentic and distributive leadership –models and modes of practice • Coaching: principles and practice • Autocracy, authority, autonomy - Scope of practice • Political, regulatory and cultural enablers and barriers to successful change • Negotiation skills • Policies related to contemporary Health & Social care services • Economic structure of healthcare provision and local and organisation finance models • Service improvement and enhancement • The capabilities, practices and norms that promote and contribute to the formation of and effective working relationships of teams |
| Contact Hours | <p>48 contact hours. These will take the form of group activities, case study, work-based learning or project supervision, workshops and online activities.</p> <p>Contact hours may be in virtual form rather than face-to-face, through the use of email and Blackboard discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.</p> |
| Teaching and Learning Methods | <p>Current approaches which comprise of: Seminars, action learning sets, group work, problem solving exercises, critical review of research and policy, utilization of prior knowledge, reflection and challenge from peers.</p> |
| Reading Strategy | <p>Core readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills The development of literature searching skills is supported by a library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. Students will be directed to reading which is available in a number of formats. The expectation is that students will read widely by identifying relevant material using the module handbook, library catalogue and resources.</p> |
| Indicative Reading List | <p>The following 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, current advice on readings will be available via the module guide.</p> <p>Gopee, N and Galloway, J (2014) 2nded <i>Leadership and Management in Healthcare</i> London: Sage.</p> <p>NHS England (2014) <i>Building and Strengthening Leadership: Leading with</i></p> |

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| | <p><i>Compassion Field Guide</i>. Available from: http://www.england.nhs.uk [Accessed 5 march 2015]</p> <p>Sullivan, E. J and Garland, G (2013) 2nded <i>Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals</i>. London: Pearson.</p> <p>Sullivan, E. J. (2012) 2nded. <i>Becoming Influential: A guide for Nurses</i>. London Prentice Hall.</p> <p>Wilkinson, C. eds (2007) <i>Professional Perspectives in Health Care</i> Basingstoke: Palgrave Macmillan.</p> <p>Websites</p> <p>http://www.belbin.com/http://www.kingsfund.org.uk/leadership</p> <p>www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/www.nsasocialcare.co.uk/about-us/leadership-strategy</p> |
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| Part 3: Assessment | |
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| Assessment Strategy | <p>3000 word analysis Level 3. Component A: 3000 word summative assignment aligned to the learning outcomes which asks the student to:</p> <p>Critically analyse an area of professional practice related to a service improvement or innovation using current approaches to leadership and change. Evaluate the potential impact of these approaches on successful implementation.</p> |

| Identify final assessment component and element | Component A | |
|--|-------------------|----|
| % weighting between components A and B (Standard modules only) | A: | B: |
| | | |
| First Sit | | |
| Component A Description of each element | Element weighting | |
| 1. 3000 word project | 100% | |

| Resit (further attendance at taught classes is not required) | |
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| Component A (controlled conditions) Description of each element | Element weighting |
| 1. 3000 word project | 100% |
| <p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p> | |