



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership and Innovation				
Module Code	UZTSVV-20-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Continuing Care Adult Nursing		
Department	Nursing and Midwifery				
Contributes towards	MSc Advanced Practice, MSc Specialist Practice, 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	

CAP Approval Date	2 June 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically interrogate theories of clinical and managerial leadership, and their impact in service improvement. (Component A). 2. 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). 3. Critically debate the role of regulators and policy in equipping leaders to meet the current and future challenges of the changing health care landscape. (Component A). 4. Appraise theories of organisational culture, leadership and change and their influence as 'enablers' to improving service delivery, quality, governance and the service user experience. (Component A). 5. Critically analyse the value of coaching and mentoring tools that focus on developing skills, knowledge, professional and clinical behaviours that enhance the individual and team performance. (Component A). 6. Analyse the importance of professional influencing and negotiating skills in their leadership repertoire. 7. Debate the impact of the broad economic structure of healthcare provision on local finance and organisation at unit level 8. Critically reflect on the structure of the NHS and the impact of this on service users, individuals and teams in a system in perpetual change
Syllabus Outline	<ul style="list-style-type: none"> • Theories of clinical and managerial leadership

	<ul style="list-style-type: none"> • 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 the NHS 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 time may also take a virtual form rather than face-to-face, through the use of email 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, remain appropriate.</p>
Reading Strategy	<p>Core readings</p> <p>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</p> <p>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</p> <p>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.</p>
Indicative Reading List	<p>Gopee, N and Galloway, J (2014) 2nd ed Leadership and Management in Healthcare London: Sage.</p> <p>NHS England (2014) <i>Building and Strengthening Leadership: Leading with Compassion Field Guide</i>. Available from: http://www.england.nhs.uk [Accessed 5 march 2015]</p>

Sullivan, E. J and Garland, G (2013) 2nd ed Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals. London: Pearson.

Sullivan, E. J. (2012) 2nded. Becoming Influential: A guide for Nurses. London Prentice Hall.

Wilkinson, C. eds (2007) Professional Perspectives in Health Care Basingstoke: Palgrave Macmillan.

Websites

<http://www.belbin.com/>

<http://www.kingsfund.org.uk/leadership>

www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/

www.nsasocialcare.co.uk/about-us/leadership-strategy

Part 3: Assessment

Assessment Strategy	<p>3000 word thematic analysis M level.</p> <p>Component A: 3000 word summative assignment aligned to the learning outcomes which asks the student to:</p> <p>Critically analyse a leadership challenge in the area of service improvement or clinical innovation of relevance in your organisation. Utilise relevant conceptual frameworks and theories to undertake the analysis, supported by practical examples from your own experience.</p>
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Identify final assessment component and element	Component A	
% 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. 3000 word written assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. 3000 word written assignment	100%	

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.