MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership and Innovation				
Module Code	UZTSVV-20-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field		Continuing Care Adult Nursing	
Department	Nursing and Midwifery				
Contributes towards	MSc Advanced Clinical Practice; MSc Specialist Practice (District Nursing); MSc Advanced 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 2020		CAP Approval Date	2 June 2015	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Critically analyse leadership theories and traits, in-order to critically reflect on the development of personal leadership skills considering how best to deliver and enhance collaborative working across organisational boundaries and systems (Component A) 2. Critically appraise theories relating to organisational and team culture, considering how to influence change; working as 'enablers' to service improvement for quality care provision (Component A) 3. Critically reflect on the use of leadership, professional influence and negotiation skills to coach and mentor the development of individuals and enhance team performance to ensure quality service delivery (Component A) 4. Demonstrate critical understanding of the broad economic structure of the Health and Social Care landscape and how this impacts on local finance and organisation at unit level (Component A) 5. Critically reflect on the contemporary policy drivers that have impact on service users, individuals and teams in a system in perpetual change. (Component A)
Syllabus Outline	• Leadership theories, models, traits and styles

	• Understanding change, innovation and transformation in health and social care systems • Political, regulatory and cultural enablers and barriers to successful change • Negotiation, influencing, coaching and mentoring skills • Contemporary policy drivers and the current landscape within health and social care systems • Understanding oneself in relation to a leadership role – developing emotional intelligence to enhance culture and team dynamics for quality service delivery • Inter collegial/professional/cross boundary-sector working • Service improvement and enhancement • The capabilities, practices and norms that promote and contribute to the formation of and effective working relationships of teams

Generic Graduate Skill	Specific strand (eg presentation) - Optional	Introduced	Practiced	Evidenced
1. Communication		☐	☒	☐
2. Professionalism		☐	☒	☐
3. Critical Thinking		☐	☒	☐
4. Digital Fluency		☐	☒	☐
5. Innovative and Enterprising		☐	☒	☐
6. Forward Looking		☐	☒	☐
7. Emotional Inteligence		☐	☐	☒
8. Globally Engaged		☒	☐	☐

Contact Hours	48 contact hours. These will take the form of group activities, case study, work-based learning or project supervision, workshops and online activities. 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.
Teaching and Learning Methods	Current approaches, which comprise of: Seminars, group work, problem solving exercises, critical review of research and policy, utilisation of prior knowledge, reflection and challenge from peers, remain appropriate.
Reading Strategy	**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. **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. **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.
Indicative Reading List	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. **Online reading list link:** https://rl.talis.com/3/uwe/lists/2F122AE6-69C1-D7FC-C85B-68D20D030BAF.html?lang=en-GB **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	Component A: This assessment supports the ethos of the module which is encouraging the development of leadership skills and implementing change to improve practice. Presenting a poster and adapting to questioning is reflective of current practice and how to 'sell' a change idea. An evidence-based poster relating to a change proposal for service improvement that will include rationale and drivers; evidence base; change management approach using a change model of choice, inclusive of the anticipated leadership approach and critical debate. Supported by a 5-minute presentation in which to demonstrate leadership and influencing ability. Accompanied by 10 minutes of critical questioning to ascertain wide reading and knowledge of leadership models and approaches in relation to change management theory.

Identify final assessment component and element	**Component A**	
	A:	**B**:
% weighting between components A and B (Standard modules only)		

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Poster presentation and critical questioning	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**

1. Poster presentation and critical questioning	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.