



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data    |                                 |                    |                           |                |          |
|-----------------------|---------------------------------|--------------------|---------------------------|----------------|----------|
| Module Title          | Leadership in Context           |                    |                           |                |          |
| Module Code           | UZYS18-15-3                     | Level              | 3                         | Version        | 1        |
| Owning Faculty        | Health and Applied Sciences     | Field              | Allied Health Professions |                |          |
| Contributes towards   | BSc (Hons) Occupational Therapy |                    |                           |                |          |
| 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 2015                  |                    | Valid to                  | September 2021 |          |

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| <b>CAP Approval Date</b> | 30 April 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"> <li>1. Critically discuss the key elements of effective leadership and how these apply in general occupational therapy practice and specifically within the proposed service(Component A)</li> <li>2. Critically discuss service user, carer and professional partnership working in relation to a service design and its implementation(Component A)</li> <li>3. Critique the development of an occupational therapy led service, demonstrating engagement with the current local, regional and national policy contexts and an appraisal of the leadership skills demonstrated within the group processes(Component A)</li> <li>4. Critically discuss planning and strategies towards the launch of a new occupational therapy led service, and the importance of effective leadership skills to this process(Component A)</li> <li>5. Clearly articulate the skills and attributes, both professional and personal, that they possess, and are required of them as practitioners, including development of leadership skills and potential (Component A)</li> <li>6. Discuss the boundaries of practice and critically reflect on the role of practice standards, audit and quality assurance within a specific setting (Component A)</li> </ol> |
| Syllabus Outline              | <p>The aim of this module is to enable the students to critically reflect upon the service developed within the concurrent module – Promoting Occupation and Leadership – and to consider the leadership, and other, skills they would need to use to be the occupational therapist called upon to actually initiate that service and lead it. All aspects of service delivery, including the role of audit and quality assurance</p>   |

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|                                  | <p>processes, are considered to ensure the efficiency and efficacy of that service can be evaluated. The syllabus is aligned to supporting that reflective appraisal, through tutorials and cohort and group discussions, along with some lead seminars in pertinent subjects. This module is closely aligned in delivery to Promoting Occupation and Leadership.</p> <p>Some of the subjects covered in lead lecture/seminar sessions:</p> <ul style="list-style-type: none"> <li>• <b>The principles of partnership working</b></li> <li>• <b>Theories around leadership – what does it mean and what is effective leadership</b></li> <li>• <b>Evaluation of frameworks and strategies for service outcomes and evaluation:</b> uniprofessional and interprofessional</li> <li>• <b>The policy context:</b> delivering occupational therapy services to promote health and well-being within the current health and social care policy context</li> <li>• <b>Political and ethical dilemmas in service set up, delivery and evaluation</b></li> <li>• <b>The role of reflective practice in service delivery and review:</b> maintaining professional identity and standards, role of Health and Social Care Professions Council, College of Occupational Therapists.</li> </ul>  |
| Contact Hours                    | <p>As this is a 15 credit module, it assumes 150 hours of study on the part of the student; approximately 36 hours of this will be in scheduled learning, which may take several forms as described below. Students are expected to spend 114 hours on independent learning tasks and preparation for assessments.</p>   |
| Teaching and Learning Methods    | <p><b>Scheduled learning</b> includes lectures, seminars, a group-work project, use of online resources and discussion with external experts e.g. service users and therapists who have set up their own services, within and outside of statutory services</p> <p>There are several scheduled sessions for the students to meet in their assessment project groups to work on their service design, but it is expected that this work will continue into their independent learning time. There are also some slots for project group tutorials and also cohort assessment briefings</p> <p><b>Independent learning</b> includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, assignment preparation and completion.</p> <p><b>Technology Enhanced Learning:</b> MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.</p> |
| Key Information Sets Information | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>  |

| <b>Key Information Set - Module data</b> |   |                         |                       |                 |
|--|---|-------------------------|-----------------------|-----------------|
| Number of credits for this module        |   |                         |                       | 15              |
| Hours to be allocated                    | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours |
| 150                                      | 36  | 114                     | 0                     | 150             |

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

|                                      |      |
|--------------------------------------|------|
| Total assessment of the module:      |      |
| Written exam assessment percentage   | 0%   |
| Coursework assessment percentage     | 0%   |
| Practical exam assessment percentage | 100% |
|                                      | 100% |

#### Reading Strategy

##### **Core Reading**

There are no set texts which students are required to purchase for this module. Reading around the topic is, however, essential and students will be directed towards appropriate material in the library resources, in the module handbook and during specific parts of the curriculum as necessary.

##### **Further reading**

Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full-text databases, and Internet resources. Many resources can be accessed remotely.

##### **Access and skills**

Formal opportunities for students to develop their library and information skills to level 3 standard are provided within the level 3 induction period in the July prior to the start of their third year. In the January of their third year, just before this module begins in earnest, there is an optional practical library session for students. Whilst these sessions are within the research modules, the skills developed are also very relevant for this module. 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages

College of Occupational Therapists (2010) Code of Ethics and Professional Conduct. London:COT

College of Occupational Therapists (2013) *Occasional Paper 1: Clinical Leadership*. Available from:  
[http://www.cot.co.uk/sites/default/files/ilod\\_resources/public/2012Leadership-occasional-paper.pdf](http://www.cot.co.uk/sites/default/files/ilod_resources/public/2012Leadership-occasional-paper.pdf) [Accessed 12 December 2014].

Corfield, R. (2009) *Successful interview skills : how to prepare, answer tough questions and get your ideal job*. 5<sup>th</sup> ed. London : Kogan Page

Hawe, P., Degeling, D. and Hall, J. (1994) *Evaluating health promotion: a health worker's guide*. Sydney: MacLennan and Petty

Health and Care Professions Council (2013) *Standards of Proficiency for Occupational Therapists*. London:HCPC

Health and Care Professions Council (2012) *Standards of Conduct, Performance, and Ethics*. London: HCPC

Heard, C. P. (2014) Choosing the Path of Leadership in Occupational Therapy. *The Open Journal of Occupational Therapy*. 2(1). pp1-18.

Hubley, J., Copeman, J. and Woodall, J. (2013) *Practical Health Promotion*. 2<sup>nd</sup> ed. Cambridge:Polity Press.

Morem, S. (2007) *How to get a job and keep it*. [online] 2<sup>nd</sup> ed. New York: Ferguson Publishing

Scaffa, M.E., Van Slyke, N. and Brownson, C. A. (2008) Occupational Therapy Services in the Promotion of Health and the Prevention of Disease and Disability. *American Journal of Occupational Therapy*. 62(6), pp 694-703.

World Health Organisation (1997) *The Jakarta Declaration on Leading Health Promotion into the 21<sup>st</sup>*. Available from:  
<http://www.who.int/healthpromotion/conferences/previous/jakarta/declaration/en/>. [Accessed 12 December 2014].

Wilcock, A.A. (2006) *An occupational perspective of health*. 2nd ed. Thorofare, NJ: Slack.

### Part 3: Assessment

|                     |  |
|---------------------|--|
| Assessment Strategy | <p>There is one summative assignment on this module, which is a 20 minute oral assessment in the form of an interview style question and answer session. This assessment will allow students to demonstrate their critical analysis and reflection skills, alongside their understanding of and application of leadership skills to a given setting. The use of a Question and Answer format enables markers to clarify the students understanding of certain issues and affords the students the opportunity to clearly demonstrate their level 3 professional reasoning skills. The use of this type of assessment as the final summative experience is well placed in terms of developing the ability to clearly articulate the occupational therapy skills they possess within an interview format, which will feed into the range of their employability skills</p> <p>The assignment criteria for this assessment are clearly explained in the module handbook, including the SEEC descriptor breakdown.</p> |
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|   |                    |           |
|---|--------------------|-----------|
| Identify final assessment component and element | <b>Component A</b> |           |
|   | <b>A:</b>          | <b>B:</b> |

|  |                          |  |
|--|--------------------------|--|
|  | <b>100</b>               |  |
| <b>First Sit</b>   |                          |  |
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b> |  |
| 1. Interview format – up to 20 minutes   | 100                      |  |

|  |                          |  |
|--|--------------------------|--|
| <b>Resit (further attendance at taught classes is not required)</b>  |                          |  |
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>   | <b>Element weighting</b> |  |
| 1. Interview format – up to 20 minutes   | 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> |                          |  |