



Module Specification

Leadership in Context

Version: 2023-24, v2.0, 25 Jul 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	6

Part 1: Information

Module title: Leadership in Context

Module code: UZYS18-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS School of Health and Social Wellbeing

Partner institutions: None

Field: Allied Health Professions

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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 processes, are considered to ensure the efficiency and efficacy of that service can be evaluated.

Outline syllabus: 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.

Some of the subjects covered in lead lecture/seminar sessions:

The principles of partnership working

Theories around leadership – what does it mean and what is effective leadership

Evaluation of frameworks and strategies for service outcomes and evaluation:

uniprofessional and interprofessional

The policy context: delivering occupational therapy services to promote health and well-being within the current health and social care policy context

Political and ethical dilemmas in service set up, delivery and evaluation

The role of reflective practice in service delivery and review: maintaining professional identity and standards, role of Health and Social Care Professions Council, College of Occupational Therapists

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning 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.

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.

Independent learning includes time engaged in essential reading, reflection on and review of session topics and discussions, group project preparation, assignment preparation and completion.

Technology Enhanced Learning: 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.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Critically discuss the key elements of effective leadership and how these apply in general occupational therapy practice and specifically within the proposed service

MO2 Critically discuss service user, carer and professional partnership working in relation to a service design and its implementation

MO3 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

MO4 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

MO5 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

MO6 Discuss the boundaries of practice and critically reflect on the role of practice standards, audit and quality assurance within a specific setting

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: 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.

Assessment tasks:

In-class test (First Sit)

Description: Interview format (up to 20 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

In-class test (Resit)

Description: Interview format (up to 20 minutes)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Occupational Therapy [Sep][FT][Glenside][3yrs] - Withdrawn BSc (Hons) 2021-22