Module Specification

Contemporary Leadership in Rehabilitation

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Contents

Part 1: Information

Module title: Contemporary Leadership in Rehabilitation

Module code: UZYSQ8-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

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: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: The module topics will be informed by current evidence and drivers in relation to leadership and change in healthcare and rehabilitation.

Key areas that will be addressed includes:

Context of leadership:

Contemporary leadership styles and thinking

Local and national drivers for leadership and change

Aligning your leadership and change initiatives with contemporary agendas and priorities

Challenges of leadership in healthcare

Current national and local toolkits and resources for leadership and change

You as a leader:

Leadership style, strengths and weaknesses

Self-development, resilience, support of self and others as a leader

What does successful leadership mean to you?

Sustainable leadership – understanding leadership agendas and priorities and what is achievable and most worthy of time and resource investment

Identifying your future specific leadership learning/CPD priorities

Leadership in practice – key principles:

Identifying leadership challenges within your context

How to increase the chance of success in a change initiative

Designing and implementing a change innovation or service improvement

Writing a business case and getting support within your organisation

Change models, for example, PDSA (plan, do, study, act), NHS change model

Demonstration of outcomes and reflection on self in leadership role

Part 3: Teaching and learning methods

Teaching and learning methods: This distance learning module uses a distance learning approach utilising asynchronous online activities including lectures, podcasts, reading, videos and synchronous tutorials (online discussions). Progress through the module is managed through time dependent release of online resources to ensure structured progression through the learning materials and the synchronous

activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 60 hours of independent study (for example, online lectures, seminars, reading) are delivered via Blackboard.

Teaching is delivered in the format of three online lectures delivered as video capture to introduce the three main sections of the module. Associated with these will be examples of contemporary considerations, opportunities and challenges of leadership in today's rehabilitation settings. Theoretical and pragmatic issues will be integrated to provide an overview of the multiple concepts requiring exploration.

Podcasts/webinars/video conferencing will be used to enable engagement with the learning and discussions and as an opportunity for students to explore their progress with their change initiative, receive formative tutor and peer feedback, and prepare for the assessment requirements.

Independent learning underpins the teaching and learning strategy on this module with a key responsibility of the student to contextualise and focus the broader contemporary leadership learning to themselves, their professional role and their organisation.

The student will need to bring an outline idea of a change initiative to the module that can be a basis of their leadership learning (250 word summary). This will provide them with a framework and focus for their learning and make it directly relevant to their practice. Allocated tutor support via discussion for a and one to one online feedback will enable the student to develop their ideas and evaluate the outcome of the change and their role as leader. Peer formative feedback (online) will also help shape learning.

Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources. Clear signposting via labelled folders of monthly learning priorities will help guide the student at each stage of the module.

It is expected that the student will spend approximately one third of their time on each of the three main sections of learning: context of leadership, you as a leader, leadership in practice. These learning areas will be integrated as the module progresses in preparation for the assessments.

Scheduled learning includes tutorials and synchronous online activities.

Independent learning includes hours engaged with online lectures, seminars and tasks, essential reading, change initiative preparation, assignment preparation and completion, online tasks.

These sessions constitute an average time per level.
Scheduled sessions may vary slightly depending on the module choices you make.

Contact Hours:

The module will be delivered as a distance learning module. The majority of the module is based on self-directed learning using a range of online resources, directed reading, independent reading and discussion forums. A small number of contact hours (typically up to 4 hours) will be scheduled during the module for tutor support (typically up to 2 hours) and time-bound online group discussion.

Teaching and Learning methods will differ for partner delivery at Hainan Medical University, where an on-campus rather than distance learning approach will be used.

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

> **MO1** Critically examine contemporary leadership approaches and expectations within rehabilitation

> **MO2** Critically evaluate your role and attributes as a leader and explore strategies and tools to develop further

MO3 Critically evaluate and explore aspects of the leadership process including issues of aligning leadership focus with local/national drivers, negotiating support for change and leading by example

MO4 Design, execute and critically evaluate a change initiative based on service need and contemporary drivers

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 296 hours

Face-to-face learning = 4 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uzysq8-30-m.html

Part 4: Assessment

Assessment strategy: In leadership change processes, putting a case, defending it to others, and getting buy in is often required, hence the defended poster presentation for assessment task A. Evaluating, reflecting and learning from ones experiences and applying to the next is vital hence assessment task B.

The summative assessment allows the student to present the planning, design, execution, and evaluation of a change initiative within the challenges of contemporary practice.

Assessment task A:

The poster presentation will be via an electronic poster template and may be carried out in person or via virtual means. The defended poster format will provide subsequent potential opportunity for the presentation of a leadership initiative at a

conference thus encouraging dissemination of the findings. The 20 minute poster presentation would be a 10 minute presentation with 10 minutes to defend via questions. This would mirror the timings of many conference proceedings.

Assessment task B:

The 3000 word critically reflective essay will enable the student to evaluate their role as a leader in change by contextualising their reflections with leadership theory and practice, national/local drivers of leadership and the opportunities and challenges that have presented through the change initiative. It will help them to identify ongoing learning needs thus sustaining the leadership Continuing Professional Development journey.

Formative feedback occurs throughout the module as the student works with the lecturing staff via online discussions and with peers as part of discussion fora.

Assessment tasks:

Poster (First Sit)
Description: 20 minute defended poster presentation
Weighting: 50 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO3, MO4

Written Assignment (First Sit)
Description: 3000 word essay
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO2, MO3

Poster (Resit)
Description: 20 minute defended poster presentation

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4

Written Assignment (Resit)

Description: 3000 word essay

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Rehabilitation [DL][Glenside] MSc 2023-24

Rehabilitation {JEP}[Hainan] MSc 2022-23

Advanced Practice [Glenside] MSc 2023-24