MODULE SPECIFICATION

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Part 1: Basic Data					
Module Title	Contemporary Leadership in Rehabilitation				
Module Code	UZYSQ8-30-M		Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Standard		
Contributes towards	MSc Rehabilitation				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	31 May 2016		Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	2022

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Critically examine contemporary leadership approaches and expectations within rehabilitation. (Component B) • Critically evaluate your role and attributes as a leader and explore strategies and tools to develop further. (Component B) • 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. (Components A and B) • Design, execute and critically evaluate a change initiative based on service need and contemporary drivers. (Component A)
Syllabus Outline	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 - e.g. PDSA (plan, do, study, act), NHS change model
	- Demonstration of outcomes and reflection on self in leadership role
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	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 (e.g. online lectures, seminars, reading etc.) 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 fora 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 etc.

These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. |
|---|---|
| Key Information Sets Information | 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. |

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	4	296	0	300	✅

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

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
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			50%	
Practical exam assessment percentage			50%	
			100%	

Reading Strategy	**Core reading** Any core reading will be indicated clearly via Blackboard, along with the method for accessing it, e.g. links to key papers, electronic books. Links to website resources supporting leadership will also be indicated. Some selected reading material chapters and related tasks may be organised in the form of an on line workbook which the student can choose to use electronically or print off themselves. **Further reading** Further reading will be required to supplement the set text and other printed reading. 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. Additionally online tutorial support from module team will help signpost students to resources and library help. **Access and skills** Students will be presented with 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 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 other more frequently updated mechanisms. Where items are not available electronically, key chapters will be digitised. Gopee, N and Galloway, J (2014) *Leadership and Management in Healthcare* 2nd ed. London: Sage. Gunderman, R.B. (2009) *Leadership in healthcare.* [online] London: Springer. [Accessed 18 April 2016]. Hartley, J. and Benington, J. (2010) *Leadership for healthcare*. [online] Bristol: Policy Press. [Accessed 18 April 2016].

2.	Jasper, M. and Jumaa, M. (2005) *Effective healthcare leadership.* [online] Oxford: Blackwell publishing [Accessed 18 April 2016]. Sullivan, E.J and Garland, G (2013) 2nd ed. *Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals.* London: Pearson. Swanwick, T. and McKimm, J. (2011) *ABC of Clinical Leadership.* [online]. Chichester: BMJ. [Accessed 18 April 2016].

Part 3: 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 in component A. Evaluating, reflecting and learning from ones experiences and applying to the next is vital hence component 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. Component 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. Component 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.

Identify final assessment component and element	**Component A1**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**50**	**50**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.20 minute defended poster presentation	100%
2.	

Component B Description of each element	Element weighting (as % of component)
1. 3000 word essay	100%
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. 20 minute defended poster presentation	100%
2.(etc)	
Component B Description of each element	Element weighting (as % of component)
1. 3000 word essay	100%
2.(etc)	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	