

Module Code:	SOC626
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Module Title:	Leadership and Professional Development
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Level:	6	Credit Value:	20
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Cost Centre(s):	GASW	<u>JACS3</u> code:	X220
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School:	Social & Life Sciences	Module Leader:	Dr Vivienne Dacre
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Therapeutic Child Care	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 11/01/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

Module Aims

To develop student's knowledge and understanding in relation to theories of leadership. To critically examine relationship-based approaches to leadership in therapeutic child care.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Critically analyse theories of leadership and their relevance to the therapeutic organisation.	KS2	
2	Apply theory critically to analyse professional experience.	KS2	KS8
3	Critically analyse theories of learning that are implicit in reflective practice.	KS3	KS9
4	Critically evaluate reflective processes within personal, professional and academic learning and within practice.	KS1	KS8
		KS9	

Transferable skills and other attributes

Writing skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills, Career management, professional development.

Derogations

None

Assessment:

Indicative Assessment Tasks:

A professional development portfolio (PDP) encompassing a range of activities relevant to the module, and the completion of a reflective critical report.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Portfolio	100%		3,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include face to face and on-line tutor directed sessions, seminars and supported self-study.

Syllabus outline:

Theories of leadership and leadership development. Theory of learning through reflection, models of reflection Professional identity –leadership, structure and culture Leadership as a process: transitions into leadership. Leadership styles: charismatic and transformational leadership The task of leadership: complexity of task, demands of task, the team and its task. Relationship based approach - leading therapeutic child care. Boundaries and role – organising, influencing, motivating, change and vision. The organisational context of leadership, working at the boundaries: the personal- professional relationship. Supervision, models and process. Leading teams – unconscious interactions Resilient leadership – managing change.

Indicative Bibliography:

Essential reading

Steckley, L. and Kendrick, A. (2008), Physical Restraint in Residential Childcare. The Experiences of Young People and Residential Workers. *Childhood*. Vol. 14, No. 2. pp. 552-569

Ward, A. (2014), *Leadership in Residential Child Care*. Norwich, Smoke House Press.

Other indicative reading

Clough, R. (1995) *Making Supervision work in Residential Care*. In 'Good Practice in Supervision: Statutory and Voluntary Organizations'. Pritchard, J. (ed). London: Jessica Kingsley Publications Ltd.

Hicks, L., Gibbs, I., Weatherly, H. and Byford, S. (2007), *Managing Children's Homes: Developing Effective Leadership in Small Organisations*. London: Jessica Kingsley.

Knott, C. and Scragg, T. (2007), *Reflective Practice in Social Work*. London: Learning Matters.

Northouse, P.G. (2010), *Leadership: Theory and Practice*. Fifth Edition. London: Sage.

Rollinson, R. (2003), *What a Long Strange Trip it's been*. In Ward, A., Kasinski, K., Pooley, J. and Worthington, A. (Eds) *Therapeutic Communities for Children and Young People*. London: Jessica Kingsley.