

Module Title:	Clinical Leadership	Level:	6	Credit Value:	40
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Module code:	NHS696	Is this a new module? Yes	Code of module being replaced:	
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Cost Centre:	GANG	JACS3 code:	B700
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Semesters) in which to be offered:	1, 2	With effect from:	September 16
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School:	Social & Life Sciences	Module Leader:	Tracy Ross
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Scheduled learning and teaching hours	60 hrs
Guided independent study	340 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

Programme(s) in which to be offered	Core	Option
BSc (Hons) Leadership and Healthcare Management	✓	<input type="checkbox"/>
Graduate Certificate Leadership and Healthcare Management	✓	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval June 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No ✓

Module Aims

As well as enhancing the students' knowledge of Leadership and Management theory, the module requires them to demonstrate that they can apply the principles learned appropriately in a practice situation and critically reflect of their effectiveness. Content and outcomes are linked to *Free to Lead, Free to Care* ((WAG 2009), National Occupational Standards (NOS) for management and leadership and the NHS Knowledge and Skills Framework.

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

At the end of this module, students will be able to		Key Skills	
1	Critically appraise and apply principles of leadership and management in the practice context	KS1	KS4
		KS2	
		KS6	
2	Critically examine theories and principles of, and influences on, risk management and demonstrate appropriate application in practice	KS1	KS10
		KS2	KS9
		KS7	
3	Critically examine theories and principles of empowerment and apply these to the ward/team context	KS2	KS9
		KS3	
		KS7	
4	Assess their skills in the management of people and resources and identify evidence based strategies to enhance their performance	KS1	KS7
		KS2	KS9

5	Critically evaluate inter-professional practice and team working in contemporary healthcare.	KS2	KS8
		KS6	KS9
		KS7	
6	Critically reflect upon a range of leadership and management strategies for managing conflict in healthcare practice.	KS6	KS9
		KS7	KS10
Transferable/key skills and other attributes			
<ul style="list-style-type: none"> • Exercise initiative and personal responsibility in a management setting; • Make decisions in complex management situations; • Communicate information to specialist and non-specialist audiences • Demonstrate competency in word processing and the presentation of data; • Demonstrate competence in the use of libraries, databases and the internet to identify and subsequently use scholarly reviews and primary sources such as refereed research and original material relevant to the subject being studied; • Manage their own learning. 			

Derogations

None

Assessment:

This module is assessed by a portfolio and a presentation. The portfolio (5000 words equivalent) will contain evidence that students have met specified leadership and management NOS and will comprise a written reflective learning log, patient stories observations of management practice, extended reflections, testimonies, observations of management practice. Students will also include a 360° (or similar) peer review of their performance and their Personal Development Plan (PDP) in the portfolio. Student's personal reflections contained in the report. The presentation will be a reflection of the students' leadership journey and will include some discussion of the skills that they have developed and the theories that have been used to guide them in their journey. The presentation may be videoed via panapto.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-4	Portfolio	80		5,000
2	5-6	Presentation	20		30 minutes

Learning and Teaching Strategies:

Learning strategies being used are a combination of directed and self-directed reading, case discussions, action learning sets, observations and work-based learning, lectures and group and individual tutorials and discussions. Taught material is supported by open learning materials and online resources through the University's VLE.

Syllabus outline:

Leadership in practice: Leadership styles, the darker side of leadership, reality of leadership, leadership stories, making difficult decisions, whistle blowing, managing the media, managing meetings, interviewing, managing conflict, influencing people.

Reflection: reflection and the reflective process, models of reflection.

Empowerment: empowerment theory, understanding self and role, decision-making, problem solving, influencing, negotiating, political awareness, responsibility and accountability, networks, clinical supervision; power – using, enabling, in teams, shifting power bases, motivational theories.

Resource Management: influence and conflict, financial management, business planning, business cases, professional issues, HR policy.

Risk Management: principles and theories, history of risk management, the risk management process, risk management tools, influences on risk management.

Service Improvement: Achieving dignity and respect in service delivery, caring for the workforce, Older Person's commission.

Bibliography:

Essential reading

Jones, L, Bennett, C, L. (2012) *Leadership in health and Social care*. Banbury. Lantern Publishing.

Marquis, B.L. and Huston, C.J. (2015) *Leadership roles and management functions in nursing: theory and application*. 4th edition. Philadelphia: Lippincott, Williams and Wilkins.

Royal College of Nursing (2009) *Clinical Leadership Programme Pack* (revised). London: RCN.

Welsh Assembly Government (2009) *Free to Lead, Free to Care: Empowering ward sisters/charge nurses Ministerial Task and Finish Group*. Cardiff: WAG.

Welsh Government (2013) *The strategy for older persons in Wales 2013-2023*. Cardiff. Wels Government.

Further reading lists will be given according to professional field and current local policy

Other indicative reading

Hayes, J. (2014) *The theory and practice of change management*. Houndsmill. Palgrave Macmillan.

Jasper, M. (2008) *Management for nurses and health professionals*. Oxford. Blackwell Science.

Mullins, L, J. (2015) *Management & Organisational Behaviour* 7th edition. Prentice- Hall London.

Palfery, C. Philips, C. and Thomas, P. (2014) *Effective Health Care Management – an evaluative approach*. Oxford. Blackwell Science.

<http://www.aanac.org/docs/whitepapers/2015-nursing-leadership-management.pdf?rsf>