

Module Title:	Leadership in Healthcare Practice	Level:	7	Credit Value:	20
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Module code:	NHS739	Is this a new module?	No	Code of module being replaced:	N/A
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Cost Centre(s):	GANG	JACS3 code:	B700
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With effect from:	November 18
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School:	Social & Life Sciences	Module Leader:	Julie Wilkins
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Scheduled learning and teaching hours	35 hrs
Directed study activities	20 hrs
Guided independent study/practice based learning	145 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc/ Postgraduate Diploma in Specialist Community Public Health Nursing(Health Visiting or School Nursing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: September 12

Date of revision: November 18

Version: 3

Have any derogations received Academic Board approval?

Yes No N/A

Module Aims

The module aims to enable the student to synthesise and critically evaluate empowering leadership and management theory within their practice and field of healthcare. In addition to UKCC (2001) Standards for Community Specialist practice and NMC (2004) standards of proficiency for Specialist Community Public Health Nursing, the aim, content and outcomes of this module have also been informed by WG(2009) *Free to Lead, Free to Care*, National Occupational Standards for management and leadership and the NHS Knowledge and Skills framework.

This module may be undertaken by students learning to be Specialist Community Public Health Nurses as well as students who are undertaking CPD at Masters level and has therefore been designed with the needs of a variety of practitioners in mind.

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	Develop a critique of the key theories and principles for empowering organisational leadership and reflect on personal leadership style, skills and attributes in application to an area of healthcare practice.	KS1	KS2
		KS7	
2	Recognising the strategies and challenges for leadership, undertake a critical evaluation of an aspect of practice including recommendations for potential quality improvement.	KS3	KS2
		KS4	KS8
3	Utilise the theories and principles of risk management to articulate solutions to the management of complex risks in a practice setting.	KS9	KS6
		KS5	
4	Assess and analyse management situations identifying evidence based and creative solutions for managing people and resources within an area of healthcare practice.	KS10	KS7
		KS9	

Transferable skills and other attributes			
<ul style="list-style-type: none"> • Demonstrate highly developed professional written and verbal communication skills; • Exercise initiative; • Demonstrate the ability to make decisions in complex situations; • Demonstrate the ability to manage risk; • Demonstrate independent learning ability; • Demonstrate competency in word processing and the presentation of data; • Demonstrate competency in the use of libraries, databases and the internet as sources of information 			

Derogations
<p>Derogations from regulations for Postgraduate Diploma SCPHN:</p> <p>All elements of assessment must be passed. Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer. No condonement allowed.</p>

Assessment:

(Indicative Assessment)

Although the module outcomes and teaching and learning strategies are core to all, different choice of assessment is designed to reflect the current work based experience of leadership in the student group. Students will be guided on the choice of assessment based on best fit with their current practice role, learning needs and experience.

1 a) Written Assignment, 4,500 words (100%) In the first part of the assignment (3,000), the student will critically evaluate an issue for health care practice improvement from a leadership perspective, demonstrating the synthesis of theories and principles in debating effective leadership practice and ongoing strategies for management of risk and resources. In the second part (1,500), students will provide a theoretically informed critical reflection on their developing leadership , cross referenced to evidence presented from their practice based learning (for example, reflective diary/log, observations of leadership, testimonies, service user/patients stories). Selected anonymised evidence will form part of the appendices. The students health care practice issue will be drawn from their relevant field of clinical practice.

Or

1 b) Portfolio to the equivalent of 4,500 words (100%). The Portfolio will present a critically reflective narrative in the portfolio which provides a rationale for the inclusion of evidence within the portfolio. The narrative and evidence must demonstrate achievement of all module outcomes. The portfolio must also be mapped to National Occupational Standards for leadership and management. Evidence will include a written reflective learning log, patient /service user stories, testimonies, and observations of management practice. Students will include a 360° (or similar) peer review of their performance and their Personal Development Plan (PDP) in their portfolio.

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All elements of assessment must be passed.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will be deemed a refer.

No condonement allowed.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1 (a)	1,2, 3 and 4	Written assessment	100		4500
OR 1 (b)	1, 2, 3 and 4	Portfolio	100		4500

Learning and Teaching Strategies:

The learning and teaching strategy will draw upon the experience of its student group to bring practice based leadership issues to life within the classroom setting. Therefore, although key lectures will be used, problem focused learning and group seminar sessions will also form part of the teaching time. Classroom strategies will be supported by online learning materials and resources. Students will be directed to specific reading and to achieve reflective or specific learning activities in preparation for contribution to the class discussion and assessment. Teaching and learning will encourage students to present cases, problems and issues throughout the module so that students are familiar and enable to present key ideas succinctly by the end of the module. Students will also be facilitated to draw upon their own practice based learning and discussions with experienced leaders, (including mentors and practice teachers where relevant) to inform their learning activities and enable further practice focused direction in relation to their specific field of healthcare practice.

Syllabus outline:

The module focuses throughout upon experiences and theories of leadership in health care practice and includes the following:

Leadership and organisational theory; socio-political awareness and influential leadership; Empowerment and Empowerment theory; introduction to service improvement and innovation; Business planning and business cases, risk management principles and theories, risk management tools, influences in risk management. Accountability and delegation; leading professional teams/inter-professional team work; managing change in teams; Resource management, Human Resource policies, clinical supervision, staff development and mentoring.

Personal development in leadership - self-awareness activities –Reflection and the Reflective process, Leadership attributes, qualities and aptitude, action planning.

Bibliography:**Essential reading**

Cole, G.A. and Kelly, P (2011) *Management Theory and Practice* (7th Revised Edition). London: Cengage Learning EMEA

Gopee, N., Galloway, J. (2009) *Leadership and Management in Healthcare* London, Sage Publications

Marquis, B.L. and Huston, C.J. (2008) *Leadership roles and management functions in nursing: theory and application*. 5th edition. Philadelphia: Lippincott, Williams and Wilkins

Other indicative reading

Barr J and Dowding L (2008) *Leadership in Health Care* Sage, London

Hayes, J. (2007) *The theory and practice of Change Management*. Houndsmill: Palgrave Macmillan

Jasper, M. (2004) *Management for nurses and health professionals*. Oxford: Blackwell Science

Lugon, M and Secker-Walker, J (2006) *Clinical Governance in a Changing NHS* London, Royal Society of Medicine Press

Mullins L J (2008) *Essentials of Organisational Behaviour* (2nd Edition). Harlow: Pearson Education

Palfery, C. Philips, C. and Thomas, P. (2004) *Effective Health Care Management – an evaluative approach*. Oxford. Blackwell Science

Parkin, P (2009) *Managing Change in Health care. Using Action Research* Sage publications, London

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