

MODULE SPECIFICATION PROFORMA

Module Title:	Leading and Commissioning	Level:	7	Credit Value:	20
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Module code:	NHS795D	Is this a new module?	Yes	Code of module being replaced:	N/A
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Cost Centre:	GANG	JACS3 code:	B710
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Trimester(s) in which to be offered:	2	With effect from:	December 16
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School:	Social & Life Sciences	Module Leader:	Tracy Ross
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
MSc / Postgraduate Diploma Primary Healthcare	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites

Office use only

Initial approval October 16

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No

Module Aims

This modules aims to enhance the students' knowledge, leadership and problem solving skills in the managing and commissioning of services within primary healthcare. This is an additional focus on quality assurance processes and care standards.

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 the care standards applicable to the students' area of clinical practice and produce recommendations for innovation.	KS3	KS4
		KS5	KS9
		KS10	
2	Demonstrate a comprehensive understanding and critical application of leadership styles, leadership roles and responsibilities of healthcare practitioners employed within primary healthcare	KS3	KS8
		KS5	KS4
3	Critically evaluate the efficacy of a range of strategies used to commission clinical services for patients within the primary healthcare setting.	KS1	KS6
		KS8	KS5
4	Demonstrate a range of problem solving skills through the critical application of a quality improvement tool.	KS2	KS3
		KS7	KS9
		KS8	
5	Draw upon current policy, literature and risk management strategies to rationalise the need for interventions in clinical practice within primary healthcare.	KS1	KS4
		KS6	KS9
		KS10	

Transferable/key skills and other attributes

- Exercise initiative and personal responsibility in a management setting;
- Make decisions in complex management situations;
- Professionally articulate information to specialist and non-specialist audiences
- Demonstrate autonomy 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;
- Independently manage their own learning and demonstrate innovative thinking.

Derogations

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 grade.

Assessment:

The module is assessed by a choice of methods: The students can select to:

- Submit an assignment of 4,000 words that discusses the commissioning processes within primary healthcare.

OR

- Using leadership policy, theory and research devise an innovation that could be used to improve healthcare within the primary healthcare context 4,000 words.

Assessment number	Learning Outcomes to be met	Type of assessment Choice of:	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Essay	100%		4,000 words

Learning and Teaching Strategies:

A variety of teaching methods will be used including lectures, seminars, open learning materials, student presentations, debate, case studies, discussion and tutorials. Directed study using the library and on-line services (the University's VLE) will be promoted. There will be opportunity for shared learning with other groups of students. In clinical practice an experiential strategy, including observation, guided practice and observed independent practice, will be used to meet the module outcomes. Class time will include discussions and group work, case studies and scenarios, action learning sets. Students will have some shared learning with level 6 students where expert speakers are required, however there will be tutor groups and seminars to take account of the different level of study for this module.

Syllabus outline:

Commissioning strategies, accessing services, lean principles, leadership styles, managing conflict, managing change, emotional intelligence, quality in primary healthcare, audit, risk assessment, employment law, ethical leadership, creating entrepreneurialism.

Bibliography:

Essential reading

Anderson, D. (2010) *Beyond change management: how to achieve results through conscious change leadership*. San Fransisco. John Wiley.

Barr,J, Dowding, J. (2015) *Leadership in Healthcare*. London. Sage Publications.

Jones,L., Bennett, C. (2012) *Leadership in Health and Social Care*. Banbury. Lantern.

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

Other indicative reading

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

Palfey, C, Philips, P. (2014) *Effective healthcare management: An evaluative approach*. Oxford. Blackwell Science.