

Module Code:	PHY601
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Module Title:	Leadership and Innovation in Practice
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAPT	<u>JACS3</u> code:	B160
		<u>HECoS</u> code:	100252

Faculty	Social and Life Sciences	Module Leader:	Julie Wilkins
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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
BSc (Hons) Physiotherapy	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Pre-requisites

Office use only

Initial approval: 24/05/2019
 With effect from: 23/09/2019
 Date and details of revision:

Version no: 1

Version no:

Module Aims

This module is designed to enable students to develop their understanding of leadership and innovation in a local, national and globalised context. It will prepare the students for employment so that they contribute beyond their clinical skills through an understanding of their role in leadership and innovation and can identify what and how to improve the services they deliver at a micro and a macro level.

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 legislative and policy frameworks that address health, social care and public health issues.	KS1	KS3
		KS4	KS5
		KS8	
2	Interpret theories of leadership and management to own self-development as an innovative, entrepreneurial leader.	KS1	KS2
		KS3	KS7
		KS8	KS9
3	Consider how business theory and practice can be applied to service improvements in the delivery of physiotherapy services	KS1	KS2
		KS3	KS4
		KS5	KS8
4	Critically evaluate quality improvement methods to enhance physiotherapy practice in terms of service change and improvement.	KS2	KS3
		KS4	KS5
		KS6	KS8
5	Formulate evidenced based arguments/business cases to develop physiotherapy services	KS1	KS2
		KS3	KS8
		KS10	

Transferable skills and other attributes

By the end of the module the student will demonstrate:

Professional skills
Team working
Presentation Skills

Communication skills
Reflective skills
Leadership Skills

Derogations

A minimum pass mark of 40% must be achieved in all modules, therefore condonement is not permitted

Assessment:

Indicative Assessment Tasks:

Service Change Proposal – students will develop a proposal for a service change improvement that is relevant to physiotherapy practice

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration or Word count (or equivalent if appropriate)
1	1 -5	Report	100%	3000 words

Learning and Teaching Strategies:

The delivery of this module will consist of lectures, interactive classroom sessions, group and personal tutorials.
All learning and teaching is supported by the University's virtual learning environment Moodle and students will be able to access clear and timely information to support delivery of content such as videos, links to intranet information, open forums and pre-recorded lectures.

Syllabus outline:

This module will provide students with the necessary skills and knowledge of how to improve, reflect on the way they and the teams in which they work deliver services – it will enable them to be practitioners that have a philosophy of 'No such thing as best practice only better practice' allowing them to innovate and transform at every stage of their career.

The module will provide a local, National and International context for innovation and leadership comparing different health care systems.

Key note lectures covering key areas such as; the difference between management and leadership, resilience for practice, Emotional Intelligence, NHS Funding, Quality Improvement methodologies, contemporary legislation will provide the basis of discussion and analysis that will take place in small groups.

Workshops will assist students to reflect on their own and colleague's leadership styles and emotional intelligence in preparation to translate this learning from student placements to employment.

Tutorial based teaching will assist students in the development of the service change project.

Indicative Bibliography:

Essential reading

Gopee, N. and Galloway, J. (2017), Leadership and Management in Healthcare, 3rd Ed. London: Sage Publications.

Hargreaves, J. & Page, L. (2013), Reflective Practise (Key Themes in Health and Social Care), Cambridge: Polity Press.

Hurley, J. and Linsley, P. (2012), Emotional Intelligence in Health and Social Care: A Guide to Improving Human Relationships, Boca Ranton, Fl: Taylor & Francis.

Other indicative reading

Simpson, S. (2012), The Styles, Models & Philosophy of Leadership, Denmark: Ventus Publishing Aps.

Odumeru, J. and Ogbonna, I., (2013), Transformational vs. transactional leadership theories: Evidence in literature. International Review of Management and Business Research, 2(2), p.355.

