

Module Title:	Leadership in Healthcare Practice	Level:	6	Credit Value:	20
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Module code:	NHS668	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	21 hrs
Directed study activities	21 hrs
Guided independent study	58 hrs
Practice based learning	100 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BSc/Graduate Dip 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: 4

Have any derogations received Academic Board approval?

Yes No N/A

Module Aims

The module aims to develop the student's knowledge in empowering leadership and management theory and to reflect on the application and effectiveness of these within their relevant health care setting. 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 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 is a core module across all undergraduate post registration programmes in health sciences and therefore is designed to meet the leadership needs of differing groups of practitioners.

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 appraise theories and principles of empowering organisational leadership and management, reflecting critically upon the influence of own leadership style, skills and attributes in application to an area of healthcare practice.	KS1	KS2
		KS3	
2	Evaluate an area of potential quality improvement requiring leadership within their field of healthcare practice.	KS2	KS5
3	Critically examine theories and principles of risk management applied into the practice setting.	KS4	KS6
		KS8	
4	Evaluate skills and strategies for managing people and resources within an area of healthcare practice.	KS9	KS7
		KS9	

5	Practice Outcome for Community Specialist Practice students only: Demonstrate leadership and management strategies appropriate to their role in the community setting (UKCC 2001 Standards 13.19 to 13.22; 13.23, 13.25, 13.27).	KS7	KS3
		KS10	

Transferable skills and other attributes

- Exercise initiative and personal responsibility in a leadership setting;
- 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
- Communicate information to specialist and non-specialist audiences
- Make complex decisions in leadership to provide problem solutions
- Manage own learning

Derogations

The following derogations apply to students on the SCPHN programme.

Only two attempts at each element of assessment are permitted.

No condonement permitted.

Any breach in confidentiality and anonymity will automatically be awarded a refer/fail grade.

Assessment:

(Indicative Assessment)

Assignment 1 Written Assignment, 3,500 words (100%) In the first part of the assignment, the student will appraise an issue for health care practice improvement from a leadership perspective, identifying the theories and principles that need to be drawn upon to enable effective leadership practice and the ongoing strategies for management of risk and resources. In the second part, students will draw upon and select evidence from their practice based learning (for example, reflective diary/log, observations of leadership, testimonies, service user/patients stories) in order to reflect upon their own leadership style and to identify an ongoing action plan that will support their current and future leadership development. Selected evidence will form part of the appendices. The students health care practice issue will be drawn from their relevant field of clinical practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2, 3 and 4	Written assessment	100		3500

Learning and Teaching Strategies:

The learning and teaching strategy will draw upon the prior, current and diverse experience of its student group to bring practice based leadership issues to life within the classroom setting. Although there will be some use of key lectures, classroom case discussions, action learning and other problem centred group learning including group tutorial sessions will form a major part of the teaching time. Classroom strategies will be supported by online learning materials and resources. Students will be directed to this 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 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*

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

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

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