

MODULE SPECIFICATION

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|---------------|---|--------|---|---------------|----|
| Module Title: | Negotiated Module in Health Sciences Leadership | Level: | 7 | Credit Value: | 20 |
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|--------------|--------|-------------------|--------------------------------|----|
| Module code: | NHS7A5 | New Existing x | Code of module being replaced: | NA |
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| Cost Centre: | GANG | JACS3 code: | B700 |
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| Trimester(s) in which to be offered: | 1,2,3 | With effect from: | September 18 |
|--------------------------------------|-------|-------------------|--------------|

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| School: | Social and Life Sciences | Module Leader: | Joanne Pike |
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| Scheduled learning and teaching hours | 10 hrs |
| Guided independent study | 190 hrs |
| Placement | 0 hrs |
| Module duration (total hours) | 200 hrs |

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|-------------------------------------|--------------------------|-------------------------------------|
| Programme(s) in which to be offered | Core | Option |
| MSc Health Sciences (All routes) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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|----------------|
| Pre-requisites |
| NA |

Office use only

Initial approval November 17

APSC approval of modification Enter date of approval

Version 1

Have any derogations received SQC approval?

Yes No

Module Aims

This module aims to provide students with an opportunity to negotiate learning at an advanced level in an area that is relevant to their personal or professional development or investigate theory in the students' area of expertise. The essence of the module is to offer students the opportunity to explore theories, research and concepts in order to solve problems in practice.

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 evaluate theories, research and scholarship from the study of leadership | KS1 | KS3 |
| | | KS4 | KS5 |
| | | KS6 | KS9 |
| 2 | Evaluate arguments, assumptions and concepts relative to the chosen area of study | KS1 | KS3 |
| | | KS4 | KS5 |
| | | KS7 | KS9/10 |
| 3 | Demonstrate problem-solving skills through the application of research evidence, legislation, organisational policies and stakeholder perspectives | KS1 | KS2 |
| | | KS3 | KS4 |
| | | KS6 | KS9 |
| 4 | Synthesise theories and evidence in order to find solutions to practice issues | KS1 | KS2 |
| | | KS3 | KS6 |
| | | KS7 | KS9 |
| 5 | Evaluate the outcomes of clinical or management decisions and policy implementation | KS1 | KS2 |
| | | KS3 | KS5 |
| | | KS9 | KS10 |

Transferable/key skills and other attributes

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

The following derogation will apply for students undertaking the MSc Health Sciences (all routes): Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module.

In Addition:

Students undertaking the MSc Advanced Clinical Practice (all routes):

There will be no condonement allowed for any assessment, thus all elements of a module must be passed.

Assessment:

The assessment for the module, which will be the equivalent of 4,500 words, will be negotiated with the student. Assessments may take the form of a portfolio, presentation, project, case study and written reflections or any combination thereof. For example, a student may negotiate to present a portfolio containing some written work (critical reflections, case study) and other evidence that he/she has met the module outcomes or a student may negotiate to develop a project to audit the care given to a group of patients with a view to assessing its efficacy, situating the current provision against the strategic intent of the Trust/LHB and current political drivers. The student would then present the project.

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|------------------------------|---------------|--------------------|---|
| 1 | 1,2,3,4,5 | Negotiated Learning Contract | 100% | | 4,500 |

Learning and Teaching Strategies:

Negotiated learning will be offered at both individual and group level via a learning contract. A learning contract is essentially an agreement negotiated between students, lecturers or a practice mentor to ensure that particular learning activities will be undertaken in order to achieve particular learning goals. A learning contract is used to address the diverse learning needs of different students or groups of students and is designed to suit a variety of purposes. With the facilitation of the module leader, the student is able to identify their learning needs and develop learning objectives and strategies consistent with those needs. At the individual level the learning contract provides the direction of the negotiated learning and is negotiated according individual needs or specialities. At the group level a learning package specification and timetable are developed with the students, module leader and/or commissioners to meet specific needs. At both levels the agreed learning strategies will include an appropriate combination of the following: directed or self directed reading, on-line materials, observations and work-based learning, lectures, group and individual tutorials and discussions.

Syllabus outline:

Negotiated within the general context of health delivery, management or development.

Bibliography:

Essential reading

This will be negotiated according to the individual/ group needs.

Other indicative reading

Thompson, S., Thompson, N. (2008) *The critically reflective practitioner*. Hampshire, Palgrave MacMillan. 2018 edition due April 2018.

Rolfe, G, Jasper, M, Freshwater, D. (2011) *Critical reflection in practice: generating knowledge for care*. Hampshire, Palgrave MacMillan.