

Module Details	
Module Title:	Leadership for Advanced Practitioners
Module Code:	LEM7011-C
Academic Year:	2019-20
Credit Rating:	30
School:	School of Nursing and Healthcare Leadership
Subject Area:	Leadership and Management (Health)
FHEQ Level:	FHEQ Level 7 (Masters)
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	12
Tutorials	24
Directed Study	264

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1 (Sep - Jan)
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To provide students with the opportunity to explore and critically analyse the role of the advanced practitioner as a leader and role model. To provide students with the opportunity to develop skills in leading innovation and change whilst understanding the challenges facing service delivery.

Outline Syllabus
Examine debate surrounding leadership & management theory. Approaches to strategic leadership and Management. The changing policy context within the public sector. Working in the digital age, different ways of working. Overview of models of leadership & management

including the NHS Healthcare Leadership model. Leadership and followership effectiveness. Assessing own management & leadership skills and practice. Approaches to developing individuals, coaching, role modelling. Motivating an Inspiring individuals & teams, understanding agile working. Power and influence. Sustainability in management & leadership practice. Analysis of service delivery processes, process redesign, capacity and demand analysis. Stakeholder analysis and customers/service users: Identifying stakeholders, customers/service users' needs and wants; involving service users. Service improvement and re-design tools and techniques, including Continuous Quality Improvement and Total Quality Management, the Excellence Model; balanced scorecard, Plan - Do - Study - Act; Six Sigma, Lean, Calderdale Framework. Patient safety, accountability, autonomy and governance, exploring the relationship. Frameworks for change; approaches and choices. Understanding the barriers to change.

Learning Outcomes

1	a. Critically evaluate the relationship between leadership and management roles. b. Critically analyse theories and approaches to service improvement innovation and change within the health sector. c critically analyse and evaluate a range of theories and developments in leadership and management thinking in relation to the health and social care context. d. Critically analyse and evaluate the role of the advanced practitioner in relation to sustainability. e. Critically explore health reforms, national and local policy issues affecting the health and care sectors.
2	a. Critically analyse the management of service improvement, innovation and change. b. Critically apply theories and tools to effectively design and lead services for a sustainable future. c. Critically discuss the current environment and analyse the implications for management and leadership. d. Critically apply a range of theories in order to lead practice effectively.
3	a. Manage complex ideas and demonstrate advanced problem solving skills. b. Critically reflect on own behaviour and impact on others.

Learning, Teaching and Assessment Strategy

Learning outcomes:

LO 1a-2d are achieved through contextualising workshops/lectures that cover key topics further explored in; student - centred directed learning activities & student directed study using VLE.

Different methods will be used to explore the subjects explored in the workshops/lectures & provide students with opportunity to discuss & analyse the topics & to improve their communication & presentation skills (learning outcome 3a).

Extensive use is made of the Virtual Learning Environment & this medium is used to compliment workshops/lectures, to support students & includes relevant web-sites, documents & a range of online resources such as You-Tube clips and audio files.

Learning outcomes 1a-3b will also be addressed using directed student study, this will enable students to develop & expand their knowledge & analytical skills by undertaking guided reading, preparing for workshops & presentations in workshops.

150 study hours, described as 'Other' consists of opportunities to participate in practice,

enhance acquisition of skills & gain competence related to learning outcomes.

Competence in practice will be assessed jointly with a clinical mentor.

Learning outcomes 1a-3b are assessed via a summative written assessment.

Students will be able to submit work prior to the final submission date & receive formative feedback. This will allow them to submit & receive formative feedback once on a detailed outline plan as well as a draft of their assignment. Reviewers will sample approx 500 words of the draft assignment & will provide developmental comments.

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Coursework	Competency document pass/fail		%
Summative	Coursework	4000 word written assignment critically analysing role of the advance practitioner in leading service improvement/change	-4000 words	100%

Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>.

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.