

Module Details	
Module Title	Leadership and Innovation for Occupational Therapists
Module Code	OCT5505-A
Academic Year	2024/5
Credits	10
School	School of Allied Health Professions and Midwifery
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Directed Study	76
Seminars	2
Lectures	7
Practical Classes or Workshops	5
Practical Classes or Workshops	This module will engage students as an active learner. We are committed an inclusive universal design for learning. This module has a focus on online learning. Students will take part in lectures, seminars, practical?s and directed and self-directed learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Experts from practice, by experience and from the wider multidisciplinary team will contribute to teaching. Small group work will enable students to work through complex problems, with an emphasis on depth of content and learning. Students will experience online learning which may include synchronous and asynchronous activities. Canvas will be used as a virtual learning environment for module information, handbooks, resources, teaching materials, films, and web-based materials.
Practical Classes or Workshops	Formative assessment, that informs the summative assessment, is embedded into the module teaching, and provides opportunity for self-evaluation and peer and tutor feedback. There is one summative assessment component. The module assessment must be passed at 40%
Practical Classes or Workshops	Presentation - Group presentation and feedback - 15 mins
Practical Classes or Workshops	In this module students will understand leadership qualities and develop their leadership skills to inform practice innovation. The content of the module will enable students to reflect on their own leadership style as well as leadership theory and models, considering the importance of equality, diversity, and inclusion. Teaching will explore service improvement and development examples and use scenario simulation to apply knowledge. Students will consider how they develop positive team working, consider risk and manage projects that enhance quality, lead to change and improved health and social care outcomes, with a focus on public health and health promotion. Projects will explore how they may involve others in and outside health and social care. This module builds on self-reflection introduced in the Professional, Placement and Academic Skills module and on placement and builds skills for use on LEAP placement and Transition into Practice module.

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
To develop leadership qualities and skills that inform and drive innovation in public health and health promotion.

Outline Syllabus

In this module students will understand leadership qualities and develop their leadership skills to inform practice innovation. The content of the module will enable students to reflect on their own leadership style as well as leadership theory and models, considering the importance of equality, diversity, and inclusion. Teaching will explore service improvement and development examples and use scenario simulation to apply knowledge. Students will consider how they develop positive team working, consider risk and manage projects that enhance quality, lead to change and improved health and social care outcomes, with a focus on public health and health promotion. Projects will explore how they may involve others in and outside health and social care. This module builds on self-reflection introduced in the Professional, Placement and Academic Skills module and on placement and builds skills for use on LEAP placement and Transition into Practice module.

Learning Outcomes

Outcome Number	Description
01	Reflect on and describe their own leadership qualities.
02	Critically discuss diverse theories and models that underpin effective leadership and team working.
03	Demonstrate creativity, equality, and inclusion in the design of innovative service-improvement, with a focus on public health/health promotion.
04	Discuss a range of skills and techniques for involving, inspiring, and influencing others.

Learning, Teaching and Assessment Strategy

This module will engage students as an active learner. We are committed an inclusive universal design for learning. This module has a focus on online learning. Students will take part in lectures, seminars, practical?s and directed and self-directed learning. Students are expected to prepare for classes which focus on relating and applying knowledge to case and learning activities. Experts from practice, by experience and from the wider multidisciplinary team will contribute to teaching. Small group work will enable students to work through complex problems, with an emphasis on depth of content and learning. Students will experience online learning which may include synchronous and asynchronous activities. Canvas will be used as a virtual learning environment for module information, handbooks, resources, teaching materials, films, and web-based materials.

Formative assessment, that informs the summative assessment, is embedded into the module teaching, and provides opportunity for self-evaluation and peer and tutor feedback.

There is one summative assessment component.

The module assessment must be passed at 40%

Mode of Assessment

Type	Method	Description	Weighting
Summative	Coursework - Written	Service development/improvement Project	100%
Referral	Coursework - Written	Service development/improvement Project	100%
Formative		Presentation - Group presentation and feedback - 15 mins	N/A

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.

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