

Module Details	
Module Title	Healthcare Leadership
Module Code	PHA7091-C
Academic Year	2024/5
Credits	30
School	School of Pharmacy and Medical Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Directed Study	245
Lectures	10
Practical Classes or Workshops	45

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
<p>The aim of this module is to introduce students to the UK healthcare system, and theories of leadership, management, emotional intelligence and teamwork in a range of different contexts and across different countries. Students will have the opportunity to consider their own leadership style and reflect upon how this new knowledge could be combined with their previous learning (theoretical or experiential) in order to improve person-centred care in their own organisation. They will also be encouraged to examine the role of the leader both in the UK and in their own experience, in the creation of a supportive corporate culture and management of organisational change. Students will also be introduced to the concept of failure and recovery as a leader and be invited to draw on their own experiences and knowledge of leadership to debate what makes a great leader and how that might change in different contexts.</p> <p>This module introduces the use of reflective writing using different reflective models to enable students to reflect on their own practice and learning needs and develop an action plan to meet them. Students will consider the different ways people learn and how coaching and mentoring can be effectively employed to aid the personal development of others. Students will also be introduced to the importance of a critical approach, both to the literature and when completing assignments at this level. Where appropriate, topic experts will support teaching. Health and social care professionals will also host sessions sharing reflections and experience.</p>

Outline Syllabus

The module begins with a contextualising introduction to the UK healthcare system, and the overall focus on the module is the leadership and management of self and others. This module will continually make use of students' experiences and compare and contrast health systems in different countries.

Unit 1 covers the theory and practicalities of reflection, reflective writing and reflective models, learning needs analysis and the development of personal action plans to facilitate self-development and that of others. Students will also be introduced to the e-portfolio software and critical academic writing.

In Unit 2 theories of leadership and management will be introduced and related to the UK healthcare system and that in other countries. Students will consider and reflect upon their own styles of leadership and management and how they can be adapted/changed to optimise organisational culture and person-centred care in different circumstances. The concept of leadership road maps will be introduced. The skills and functions of a healthcare manager will be introduced (planning, organising, decision-making, staffing, leading and influencing) and students will compare and contrast practice in the UK with that of other countries. Students will consider the impact that NHS and UK government policies, systems and practices may have had on other healthcare systems, for example immigration and recruitment policies.

Unit 3 will focus on developing others through coaching and mentoring. Students will be introduced to models of coaching and mentoring and approaches to professional development for others to enable them to lead others and to achieve organisational goals.

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Learning Outcomes

Outcome Number	Description
01	Critically evaluate and discuss a range of theories of leadership and management and devise, justify and communicate appropriate courses of action in response to leadership challenges.
02	Demonstrate a comprehensive understanding of the evidence and models associated with coaching and mentoring and how they can be used to develop others professionally.
03	Critically reflect on their own approach to leadership.
04	Critically and systematically reflect on their own practice to identify learning needs and develop and implement a personal leadership roadmap.
05	Understand and appraise the leadership role and journey of typical NHS professionals.

Learning, Teaching and Assessment Strategy

Learning outcomes 1-4 are developed and achieved through three Team-Based Learning (TBL) units (personal development planning, leadership and management and coaching and mentoring). TBL is an inclusive learning and teaching approach that enables students to keep track of their own performance. The virtual learning environment (Canvas) is used extensively to allow students to access pre-work, study skills support and to engage in discussion on the module topics. Learning outcome 5 will be developed through ?guest lecturers? giving lectures and supporting workshops to enable students to gain a real-world perspective of working in healthcare systems.

For each unit students will receive pre-work to ensure they have the underpinning knowledge required. This knowledge will then be assessed by an ?individual readiness assurance test? (iRAT) followed by a ?team readiness assurance test? (tRAT) which enables students to learn from each other, and to gain instant feedback on their individual knowledge and understanding. This enables them to identify areas to work on in preparation for the application of this knowledge in case-based scenarios. This is known as ?Assessment for Learning?. The rest of the unit will consist of a combination of workshops, simulations and ?Application Exercises? (AEs) to give students opportunities to discuss cases with experts working in each topic area and to consider the application of evidence and guidelines in practice. Together, the iRAT, tRAT, AE marks and peer evaluation contribute to the assessment of all learning outcomes, recognising the importance of both individual and teamworking abilities.

Learning outcomes 1-2 are assessed by a 24-hour open book assessment, whereby students will be given a leadership case, which they will need to plan a response to. The assessment will consist of a written plan, along with a critical commentary explaining why, with reference to theory, literature and leadership style, the student believes their plan is appropriate. The critical commentary can be presented either in writing or as an audio presentation. Learning outcomes 3-4 are assessed by a reflective eportfolio which will contain evidence of reflective practice, a learning needs analysis and development of a personal leadership roadmap. These final assessments are ?Assessment of Learning?.

Mode of Assessment

Type	Method	Description	Weighting
Summative	Classroom test	Team-Based Learning (iRAT 10%, tRAT ? 5%, AEs - 10%, peer assessment ? 5%) (Supplementary: Reflection on TBL, 1000 words)	30%
Summative	Examination - Open Book	Case study ? plan for action with critical commentary	40%
Summative	Coursework - Portfolio/e-portfolio	e-Portfolio (2000 words equivalent)	30%

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.