

## Liverpool John Moores University

Title: LEADERSHIP FOR SPECIALIST PRACTICE  
Status: Definitive  
Code: **6102PCCOMM** (122304)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

| Team           | Leader |
|----------------|--------|
| Sarah Logan    | Y      |
| Gillian Turner |        |

**Academic Level:** FHEQ6      **Credit Value:** 20      **Total Delivered Hours:** 40

**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

| Component | Contact Hours |
|-----------|---------------|
| Lecture   | 12            |
| Online    | 10            |
| Seminar   | 8             |
| Workshop  | 10            |

**Grading Basis:** 40 %

### Assessment Details

| Category | Short Description | Description      | Weighting (%) | Exam Duration |
|----------|-------------------|------------------|---------------|---------------|
| Essay    | Essay             | 4,500 word essay | 100           |               |

### Aims

*To facilitate the development of leadership and management skills for specialist community practitioners.*

*This module aims to provide opportunities for the student to enhance their skills and knowledge to enable them to take a central role in the development of practice within*

*their own environment. It will also provide an opportunity for them to engage in debate and discussion which will help them to identify their strengths and weaknesses as a leader within their own organisation. They will further consider how they can influence and inspire others at both a local, regional, national and international level.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically analyse personal qualities in relation to empowerment & leadership
- 2 Explore political & cultural issues of leadership and management in practice
- 3 Critically analyse how organisational structures and individual personalities influence leadership and management
- 4 Demonstrate the project management skills necessary to manage change

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

|       |   |   |   |   |
|-------|---|---|---|---|
| Essay | 1 | 2 | 3 | 4 |
|-------|---|---|---|---|

## **Outline Syllabus**

*Health and social policy drivers, leadership competencies, empowerment opportunities and barriers. Organisational culture, change management theories, health care decision-making strategies. Reflective practice, teamwork, delegation, conflict management, assertiveness skills. Enabling others, accountability, personal qualities e.g. self-awareness, beliefs, self-management, integrity. Action learning. Emotional Intelligence, NHS Politics and Power, NHS Commissioning*

## **Learning Activities**

The module will be delivered through a combination of interactive lectures, discussions, group seminars, workshops, private study and practice which will be used as resource sessions for students. The delivery methods are designed to foster practical skills of reflection, empowerment, team-work, and leadership. The students will be expected to work collaboratively in teams, demonstrate effective communication orally and electronically, develop team-working skills, analyse strengths and weaknesses of teams and be able to reflect on their own skills strengths, limitations and contributions.

## **Notes**

The outcomes of this module have been mapped against professional benchmarks; these state that the students should be able to lead a clinical team, initiate practice

development to enhance quality care, problem solve and make decisions, demonstrate leadership and management skills, identify social and political factors, empower others, act as an expert, undertake audit review and assure quality. Leadership and management skills will be developed through participation by the students in group-work and dealing with "real-life" work place situations and stresses. Students will be expected to keep a reflective diary enabling them to critically reflect on the process of working in teams to achieve the learning outcomes; they will undergo formative peer assessment and feedback. This student centred, evidence based, approach to learning and assessment will develop key employability skills.