

Liverpool John Moores University

Title: FOUNDATIONS OF LEADERSHIP AND DEVELOPMENT
Status: Definitive
Code: **7030CPPHAR** (120424)
Version Start Date: 01-08-2018

Owning School/Faculty: Pharmacy & Biomolecular Sciences
Teaching School/Faculty: Pharmacy & Biomolecular Sciences

Team	Leader
Rachel Mullen	Y
Gareth Nickless	
Christopher Green	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 30

Total Learning Hours: 200 **Private Study:** 170

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	20
Workshop	10

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Report	Critique	Critique of change management	70	
Report	Training	Report of education & training	30	

Aims

The aim of this module is to develop leadership and development skills required for them to take on the responsibilities required of band 7 posts.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate key leadership qualities required for senior pharmacists working in the NHS
- 2 Appraise and apply relevant themes of a recognised leadership competency framework to practice
- 3 Develop an action plan to complete agreed tasks that aim to improve medicines management for the employing organisation
- 4 Plan, deliver and reflect on an education or training session to healthcare professionals or patient groups

Learning Outcomes of Assessments

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

Critique of change management	1	2	3
Report of education & training	1	2	4

Outline Syllabus

- *Leadership frameworks*
- *Models of leadership*
- *Differences between leadership and management*
- *Project management*
- *Managing change*
- *Mentoring / coaching*
- *Planning education and training sessions*
- *Delivering effective training sessions*

Learning Activities

Workshops, workplace-based learning, e-learning packages

Notes

This module is available as a standalone course called: Masters Certificate of Professional Development (CPM) in Foundations of Leadership and Development. The following notes apply to the module when studied for this award.

The course is benchmarked to the Royal Pharmaceutical Society Foundation Pharmacy Framework and is studied via distance learning via the Blackboard virtual learning environment over 12 months. Students are supported by a named tutor throughout the programme and may be able to attend optional study days to support their online learning

Students entering the CPM programme must be a health professional (pharmacist, medical practitioner, nurse), registered with the relevant professional body in the UK, or with a professional body recognised to be of similar standing to the UK regulator bodies. Where English is not the student's first language, we would normally require a score of 6.5 in the IELTS system (or equivalent), with scores of greater than 5.5 in each of the domains. This is to ensure that the student is able to complete the necessary reading, communication with the programme team and assessments, which must all be completed in English. Students must be working in an environment that will provide sufficient opportunity to undertake a leadership activity as part of the coursework in the programme. The suitability of applicants' circumstances to allow completion of the work will be assessed by the programme team prior to admission, but guidance can be obtained prior to application by contacting the programme administrator.

In addition to their individual tutor, students will also be provided with the contact details for the programme leader and programme administrator. Students will be advised at enrolment that they should contact the programme administrator or programme leader with any concerns with the programme or the support that they are receiving should any issues arise. An induction will be provided (virtual or face-to-face), where students can orient themselves in the learning environment and students will be advised to contact their tutor, the programme administrator or the programme leader if they have any difficulties in using the virtual learning environment. Any formal complaints, grievances or appeals will be handled in accordance with the approved university processes in place at that point in time.

Students will be given one-to-one virtual support by their tutor throughout the programme and the programme administrator will contact the student where there are any concerns regarding engagement. Students are strongly encouraged to arrange for a colleague to act as a mentor for them through their course. This person should have experience of conducting evaluation work and may work with the student, or in another organisation. Students will be asked to complete an exit feedback survey, commenting on the quality of the programme content, the support provided and the structure of the programme. This will be taken to the relevant board of study for consideration and minutes from this posted on Blackboard. All students will be invited to attend the Board of Study and will also be able to provide feedback throughout the course if they have any concerns. Any feedback provided by students to their tutors, programme leader or programme administrator will also be considered at the Board of Study. Boards of Study are held in conjunction with other Postgraduate Pharmacy programmes and are usually attended by student representatives from the Clinical Pharmacy programme, as well as the programme team.

All programmes leading to LJMU awards operate within the University's Academic Framework. Full details are available from: <https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

A programme operating within the Framework may be unable to comply with all the requirements of the Framework. In these circumstances the programme team may apply to the Academic Planning Panel for a programme variance which will be considered against agreed criteria that the variance is a nationally published condition of an accrediting / professional body, without which the programme could

not be accredited.

Methods for evaluating and improving the quality and standards of learning:
External examiners approved by the University are appointed to cover whole programmes or clusters of modules within programmes. The role of the external examiner is to provide informative comment and recommendations upon whether or not:

- the University is maintaining the threshold academic standards set for awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements
 - the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University policies and regulations
 - the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
 - the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience
- and to provide informative comment and recommendations on:
- good practice and innovation relating to learning, teaching and assessment observed by external examiners - opportunities to enhance the quality of the learning opportunities provided to students.

Subject standards for all taught programmes of study are specified using an outcome based learning model. Attainment is measured against the standard and individual student performance is moderated at assessment boards. This involves both internal moderation (by LJMU staff and/or partner institution staff) and external moderation (by External Examiners). Internal annual programme self-assessment is informed by broad ranging student feedback, external examiners and academic staff who conduct module review. External quality assessment by Professional Statutory Regulatory Bodies and the Quality Assurance Agency for Higher Education confirms that standards are set at the appropriate level and that quality of learning opportunities are subject to continuing improvement. The quality of teaching is assured through staff review and staff development in learning, teaching and assessment. Designated committees have responsibility for the oversight of processes wherein quality and standards are evaluated and improved.

This programme was revised in June 2015 and will be linked with the MSc in Clinical Pharmacy programme for annual monitoring and external examining purposes.