

UNIT SPECIFICATION				
Unit title INTRODUCTION TO LEADERSHIP				
Level	Level 6	Credit value	40 (20 ECTS)	
Is this a common unit?		No	Expected contact hours for unit	24
Pre and co-requisites None				
Aims The unit aims to explore leadership in the context of integrated care and service provision. It will focus on the student: <ul style="list-style-type: none"> critically reflecting on their existing leadership competence developed as a result of experience or those typically found in organisation-based training programmes identifying skills deficits and plan to meet these through the programme itself by setting personal and organisational objectives. meeting appropriate professional standards and requirements. 				
Intended learning outcomes (ILOs) Having completed this unit, the student is expected to demonstrate: <ol style="list-style-type: none"> An ability to evaluate the effectiveness of their existing practice in managing self and others, using evidence based knowledge, an understanding of legal and policy contexts and the policies and procedures of their own organisations. An ability to access a range of strategies and behaviours that will help them to achieve and maintain effectiveness in managing self and the performance of others. A critical application of appropriate theoretical issues and frameworks in reflecting on and analysing a complex, work related situation. That they have met appropriate professional standards and requirements. 				
Learning and teaching methods The taught component uses a variety of methods building on the students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials have been designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support.				
Assessment				
Formative assessment/feedback Oral formative feedback on students' thinking so far /plans for the assignment will be provided on day 3 (of 4 contact days) when the assignment requirements /guidance etc. are discussed. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail to arrange a 1 to1 meeting.				
Summative assessment ILOs 1-4 will be assessed by 100% course work			Indicative assessment Coursework equivalent to 6,000 words (i.e. 2 x 3000 words = 40 credits)	

	<p>The above intended learning outcomes will be assessed by a portfolio of work, consisting of an assignment and a third-party testimony.</p> <p>The assignment focuses on developing, delivering professional organisational and personal outcomes for improving and enhancing existing practice.</p> <p>The above work will be complemented by a third-party testimony to confirm real application in practice. This would normally be provided by the student's line manager.</p>
<p>Indicative unit content</p> <ul style="list-style-type: none"> • Fundamental concepts in relation to leadership and management • Performance management both personal and team • Implications for leading self and others in changing climates • Building meaningful and effective relationships through the further development of interpersonal and communication skills • Health and social care change and key policy directives • Current challenges in meeting the new health and social care agenda • Modes of reflective practice • Personal development planning. 	
<p>Indicative learning resources</p> <p>Core texts*</p> <p>*Field, R., & Brown, K., 2016. <i>Effective leadership, management and supervision in health and social care</i>. 2nd ed. London: Sage Learning Matters.</p> <p>Hersey, P., Blanchard, K.H. and Johnson, D.E., 2013. <i>Management of Organizational Behavior</i>, 10th Edn. Pearson.</p> <p>*Holroyd, J., 2012. <i>Improving personal and organisational performance in social work</i>. London: Sage Learning Matters.</p> <p>Kahneman, D., 2011. <i>Thinking fast and slow</i>. Allen Lane an imprint of Penguin books.</p> <p>Kouzes, J.M., and Posner, B. Z., 2007. <i>The leadership challenge</i>. 4th ed. London: John Wiley & Sons, Inc.</p> <p>Lawlor, J. and Bilson, A., 2010. <i>Social work management and leadership. Managing complexity with creativity</i>. London: Routledge.</p> <p>Lencioni, P., 2002. <i>The Five Dysfunctions of a Team</i>, Jossey-Bass A Wiley Imprint.</p> <p>Neck, C.P. and Manz, C.C., 2010. <i>Mastering self-leadership: empowering yourself for personal excellence</i>, 5th ed. New Jersey: Prentice Hall.</p> <p>Northouse, P., 2010 <i>Leadership: Science and Practice</i>, 5th edition, Sage press.</p> <p>*Rutter, L. and Brown, K., 2015. <i>Critical thinking and professional judgement for social work</i>. 4th ed. London: Sage: Learning Matters.</p> <p>Swart, T., Chisholm, K., and Brown. P., 2015. <i>Neuroscience for Leadership</i>. Palgrave Macmillan.</p> <p>Wake, L., 2010. <i>NLP principles in practice</i>. St Albans: Ecademy Press.</p> <p>Weick, K.E., 2009. <i>Making sense of the organisation – the impermanent organisation</i>. London: John Wiley and Sons.</p> <p>Journals</p>	

Students will be directed to a variety of journals as appropriate.

Web-based sources

<https://www.adass.org.uk>

<http://www.leadershipacademy.nhs.uk/>

www.kingsfund.org.uk

<https://www.gov.uk>

Unit number		Version number	1.1	Date effective from	Sep 2019
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