MODULE SPECIFICATION

1. **Title of the module**
   Strategic Leadership and Performance Management – WL875

2. **School or partner institution which will be responsible for management of the module**
   Centre for Professional Practice

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**
   Level 7

4. **The number of credits and the ECTS value which the module represents**
   30 Credits

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn and/or Spring and/or Summer

6. **Prerequisite and co-requisite modules**
   NA

7. **The programmes of study to which the module contributes**
   PG Diploma in Strategic Leadership and Multi-professional Education in Healthcare

8. **The intended subject specific learning outcomes.**
   **On successfully completing the module students will be able to:**
   1. Develop a critical and analytical understanding of current theories and research of employee resourcing from the creation of a human resource plan, through recruitment, selection, performance management, retention and review.
   2. Demonstrate a critical understanding of the roles and responsibilities of professionals within performance management and the use of appraisals.
   3. Understand and critically evaluate the wider environmental context within which management is located and the requirements of employee performance management programmes

9. **The intended generic learning outcomes.**
   **On successfully completing the module students will be able to:**
   1. Demonstrate an ability to apply theory to practice in order to further enhance professional learning and competence.
   2. Develop the ability to critically assess and evaluate the impact of employee resourcing on management and the performance of organisations.
   3. Demonstrate the ability to express opinions and engage in critical thinking both in written format and verbally.
   4. Demonstrate a capacity for autonomous learning through the use of learning resources, collaborative practice and the ability to find solutions.

10. **A synopsis of the curriculum:**
    Subject specialists will use contemporary and traditional modes of course material. This module aims to provide the practitioner with strategic leadership responsibilities with a comprehensive understanding of theory and practice within performance management. By developing knowledge, skills and critical understanding of key issues such as:
    - Human Resource Management (HRM) theory and practice
• Decision making strategies
• Managing the ‘bundles’ of HRM policies
• Managing human resources within the NHS
• Assessing alternative approaches to performance management
• Investigate the alternative approaches to employee appraisal
• Managing variations in employee performance
• Assessing the impact of HRM on organisational performance

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually):


12. Learning and Teaching methods

The total number of hours of study required will be 300 hours. The module will be delivered by blended learning methods including:

• Facilitated half day workshops (40 hours)
• Private study (80 hours)
• Work based learning (90 hours)
• Personal tutor contact (10 hours)
• Portfolio assessment (80 hours)

The half day workshops provide the opportunity for students to discuss and reflect with peers on their work based experience to facilitate deeper analysis informed with reference to theory. The organisation of the workshops is arranged in a flexible manner in venues across the HEKSS geography including GP Surgeries, Postgraduate Medical Education Centres of hospitals in the HEKSS region and at HEKSS venues. Delivery of education through this flexible model has a well-established history of practice. Students are supported by access to on-line resource materials made available through Drop-box as well as library services accessible from Postgraduate Medical Education Centres.
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Students will access personalised support from tutors on the module through face to face, email and telephone contact and where available other IT interfacing platforms such as Skype and Facetime.

13. **Assessment methods.**

The assessment comprises of a written assignment taking the form of a portfolio related to the development of practice (equivalent to 6000 words). The assignment aims to provide a vehicle for structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material and the learning encountered on the course. This single assessment accounts for 100% of the available marks.

14. **Map of Module Learning Outcomes (sections 7 & 8) to Learning and Teaching Methods (section 12) and methods of Assessment (section 12)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>Learning/teaching method</th>
<th>Hours allocated</th>
<th>7.1</th>
<th>7.2</th>
<th>7.3</th>
<th>8.1</th>
<th>8.2</th>
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<td>Taught Workshops</td>
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15. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.**

16. **Campus(es) or Centre(s) where module will be delivered:** At HEKSS sites across Kent Surrey and Sussex
If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

17. **Partner College/Validated Institution:** National Health Service Health Education Kent Surrey and Sussex

18. **University School responsible for the programme:** Centre for Professional Practice

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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