1. **Title of the module**
   Strategic Leadership Through Telesupervision in Healthcare - WL876

2. **School or partner institution which will be responsible for management of the module**
   The 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**
   15 (7.5 ECTS)

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

6. **Prerequisite and co-requisite modules**
   None

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

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**
   On successfully completing the module students will be able to:
   8.1 Critically reflect on the application of existing theories and models of supervision, mentoring and coaching (used in a clinical / healthcare setting) to a remote context using existing technologies (eg. Skype).
   8.2 Critically appraise the development and enhancement of personal communication skills required to support effective supervision, mentoring and coaching through the medium of online technologies (eg. Skype).
   8.3 Critically appraise how reflective learning is facilitated through the medium of online technologies (eg. Skype) including the use of guided feedback to both learners and supervisors.
   8.4 Critically reflect on how complex issues including the management of change / personal development and conflicts pertaining to diversity / values issues in the supervisory relationship can be managed through the medium of online technologies (eg. Skype).
   8.5 Critically reflect on the ethical, legal and regulatory frameworks of telecommunication including issues of confidentiality, and patient safety pertinent to providing supervision through the medium of online technologies (eg. Skype).
   8.6 Demonstrate the practical skills to manage the technologies that support telesupervision delivery and conduct.

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   9.1 Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
9.2 Communicate with clarity in both the academic and professional setting to a range of audiences and using a variety of approaches.

9.3 Show a capacity for autonomous learning and the ability to access academic and professional resources as appropriate.

9.4 Show ability to effectively manage and present complex information using a comprehensive range of learning resources and demonstrate competence in the use of a range of information technologies.

10. A synopsis of the curriculum

Telesupervision refers to the use of two-way digital video conferencing technologies for the purpose of clinical supervision. This module will focus on the theory and application of the use of Electronic Technology in providing supervision to persons in training, eg. Skype, in practice. This module will equip those in the strategic leadership role of clinical instructors with high level communication skills, advanced mentoring and coaching skills and technological know-how, in order to be able to provide safe and effective supervision, at a distant site.

Students will be made aware of legal and ethical issues related to telecommunications, confidentiality and data protection. Students will also be exposed to a reminder of their governing body requirements, for example: the General Medical Council (GMC) regulations for providing effective supervision.

Skills learned on this module will also be transferable because students will be able to conduct telecommunications with professional peers outside of their role as clinical supervisor.

The module will be delivered over 3 days, with additional support provided in the form of online Skype Tutorials/Workshops.

The module is designed as a work-related, flexible learning opportunity, whereby students will be able to identify with, and critically reflect upon, current supervisory activities within their own workplace.

The module will include teaching on:

- Critical understanding of the theories and skills underpinning supervision, coaching, mentoring.
- Non-verbal, verbal and written, advance level communication skills.
- Electronic feedback methods and skills.
- Overview of types of electronic communication technologies.
- Introduction, download, use of, recording or, and troubleshooting of technology eg. Skype.
- Difficulties / Constraints associated with telesupervision.
- Ethical, legal and regulatory perspectives of telesupervision.
Subject specialists will use contemporary and traditional modes of course delivery, materials and workshops to advance students telesupervision skills. This course aims to proactively support the student role in the management of telesupervision and critical understanding of its key issues.

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


Reading materials specific/relevant to the student’s individual working practices will be recommended and discussed during the taught session.

12. **Learning and Teaching methods**

**15 credits:** There will be 150 contact and study hours, including 21 hours taught provision (3 x 7 hours days) plus a guided study package requiring a minimum 10 hours of student learning endeavour. In order to meet the learning outcomes, there will need to be online interactive participation by participants, therefore, there will be up to 5 hours of online support via skype tutorials / workshops. The module will employ tutor input, workshops for skype software set up and action learning set work. The total number of hours of study required will be 150 hours and are outlined in section 14 below. The module will be supported with learning resources available through CPP.

13. **Assessment methods.**

The student will be required to submit a 10-15 minute period of telererecorded (video-recorded) supervision with a supervisee (or volunteer), plus a 1,500 written narrative which critically considers that recording. The assignment aims to provide a vehicle for structured and systematic reflection on the use/pitfalls of electronic communications in relation to conducting a supervision session. This assignment will demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace telesupervision, coaching and mentoring skills and the high level communications skills require to meet the learning outcomes.
14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>8.5</th>
<th>8.6</th>
<th>9.1</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Study</td>
<td>74</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Guided Study Package</td>
<td>10</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Lectures/Seminars/Workshops</td>
<td>21</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Tutorials (eg. Skype)</td>
<td>5</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Assessment method</td>
<td>10-15 Minute recorded tele-supervision session</td>
<td>20</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>1,500 word critically reflective essay</td>
<td>20</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:** Medway Campus

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:**

N/A

18. **University School responsible for the programme:**

N/A
### FACULTIES SUPPORT OFFICE USE ONLY

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>
</tr>
</thead>
<tbody>
<tr>
<td>14/07/2016</td>
<td>Minor</td>
<td>September 2016</td>
<td>10, 12</td>
<td>No</td>
</tr>
</tbody>
</table>