MODULE SPECIFICATION

1. **Title of the module**
   Strategic Leadership and Resource Management – WL877

2. **School or partner institution which will be responsible for management of the module**
   Health Education Kent Surrey and Sussex

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 Credits (7.5 ECTS)

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

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:
   8.1 Develop a critical and analytical understanding of a range of concepts, policies and theories on resource management within the health and social care market in relation to commissioning and improved patient services.
   8.2 Demonstrate a critical understanding of a range of work-based auditing and data collection strategies, in relation to the provision of efficient and effective patient services.
   8.3 Critically appraise health economic policies and philosophies In relation to strategic resource management within a challenging environment.

9. **The intended generic learning outcomes.**
   On successfully completing the module students will be able to:
   9.1 Demonstrate capacity for autonomous learning through evaluation and enquiry, though making a genuine contribution to professional knowledge in their subject.
   9.2 Show evidence of critical self-reflection and the ability to enhance professional competence on the basis of feedback from self and others.
   9.3 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.
   9.4 Demonstrate the ability to express opinions and engage in critical thinking both in written format and verbally.
   9.5. Demonstrate the use of project management skills to inform and enhance the learning of colleagues within the workplace.

10. **A synopsis of the curriculum:**
    This module equips the practitioner with strategic leadership responsibilities to critically consider the connections between resource management theory, policy and practice in diverse and multi-professional settings. Emphasis will be placed on both efficiency costs in health and social care and effective practice including the importance of the skills necessary for assessing circumstances, needs
and risk, and managing human and social capital. The module will also consider how human resource management impacts on the delivery of quality of patient care.

This module aims to proactively support the student role in the strategic management of resources. By developing knowledge, skills and critical understanding of key issues such as:

- Managing the collection, interpretation and analysis of data for resource purposes
- Decision and project management skills including the importance of mentoring and coaching
- Underpinning evidence-led delivery including the importance of clinical audit and risk assessment
- Complexities and demands surrounding the work environment with the context of increased organisational change
- Managing complex projects: models, challenges and transformation

In order to support and organise such reflection, a portfolio will be used as the vehicle for structured and systematic reflection on the material encountered within the module. On completion of the module the students will submit their assignment and portfolio of evidence, which will then be assessed according to the learning outcomes of the module.

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 150 hours. The module will be delivered by blended learning methods including:

- Facilitated half day workshops (20 hours)
- Private study (40 hours)
- Work based learning (40 hours)
- Personal tutor contact (10 hours)
• Portfolio assessment (40 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. As part of a validated partnership, 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. The module will be supported via the Virtual Learning Environment. 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 of 3000-3500 words (or equivalent +/- 10%) related to the development of practice. 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>
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<tr>
<td>Workshops</td>
<td>Workshops</td>
<td>20 X X X X X X X</td>
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<tr>
<td>Private Study</td>
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<td>Work Based Learning</td>
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<tr>
<td>Personal Tutor Contact</td>
<td>Personal Tutor Contact</td>
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<td>Assessment Method</td>
<td>Assessment Method</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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