**MODULE DESCRIPTOR**

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| **Module Title** | Medical Leadership – Volatile, Uncertain, Complex and Ambiguous (VUCA) Environments and the Public Sector | | | | |
| **Module Code** | MB4305 (L7) | **jacs**  **code** | A900 | **CREDIT**  **VALUE** | 20 Credits |
| **HECOS CODE** | 100459 |
| **date OF**  **ApprovAL** | July 2021 | | **VERSION NUMBER** | 1 | |
| **SCHOOL** | School of Medicine | | **PARTNER INSTITUTION** | **None** | |

**Relationship with other Modules**

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| **Co-requisites** | **None** | **Pre-requisites** | **MB4300** | **Excluded Combinations** | **None** |

**Module Aims**

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| The aim of this module is to equip Post Graduate Professionals (PGPs) to be able to manage VUCA environments in the public sector, utilising the PGP’s sphere of practice as the scenario |

**MODULE Content**

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| Indicative content: | | |
| Leading Self -  Strengths-Based Leadership  Hope  Trust  Stability  Compassion  Conversations with staff to energise opportunities for wider sector involvement and developing relationships individually. | Facets of the Highest Performing Teams – Team Coaching   1. Productivity   Team leadership  Accountability  Alignment  Goals and Strategies  Decision Making  Resources  Proactivity (Creative initiative)  2. Positivity  Communication  Trust  Respect  Valuing Diversity  Camaraderie  Constructive Interaction  Optimism | Fundamental Mechanics   1. Systems thinking 2. Wicked problems 3. Grinth Stacey Model 4. Public sector and austerity 5. Nolan Principles |

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| **INTENDED Learning Outcomes** | |
| **On successful completion of this module a student will be able to:** | |
| **1.** | Define, distinguish and synthesise NHS and local organisations responses to VUCA scenarios in PGPs sphere of practice. |
| **2.** | apply self-appraisal tools of PGPs choice to consider and evaluate the PGPs ability to lead and manage VUCA environments in their sphere of practice**.** |
| **3.** | Using the PGPs own self knowledge and the NHS Competency Framework evaluate the preparedness for operating and enabling leadership in a VUCA environment currently in PGPs sphere of practice. |

**ASSESSMENT METHODS**

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| **Number of Assessments** | **Form of Assessment** | **% weighting** | **Size of Assessment/Duration/**  **Wordcount (indicative)** | **Category of assessment** | **Learning Outcomes being assessed** |
| 1 | Portfolio | P/F | 2000 words | Coursework | 1,2,3 |
| 1 | Viva | 100% | 30 Minutes | Practical | 1,2,3 |

**Module Pass Requirements**

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| To pass this module you must achieve a mark of 50%. |

**appendix**

**MODULE CODE: MB4305**

**MODULE TITLE:**  Medical Leadership – Volatile, Uncertain, Complex and Ambiguous (VUCA) Environments and the Public Sector

**location of study:** UCLan Campus Preston, online

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| **Module TUTOR(S)** | Jane Samson |

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| **Module**  **Delivery** | Semester Long | Semester 1 |  | Semester 2 | | |  | Semester 3 | |  |
| Year long | Semester 1 & 2 | | | **x** | Semester 2 & 3 | | | **X** | |
| Other (please indicate pattern of delivery) |  | | | | | | | | |

**Module Learning Plan**

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| **Learning, teaching AND ASSESSMENT Strategy** | |
| The module plan is to familiarise PGPs with the tools and theory they will need to leverage as they progress with the leadership themes of leading self and with others. The PGP, within their sphere of practice will then consider and lead during this module in specific relation to VUCA Environments and the Public Sector with your team by;   1. leveraging own leadership strength and style in building relationships with team members through one to ones and peer group discussion. 2. working with the facets of high performing teams to activate co-leadership to drive and align VUCA Environments and the Public Sector. 3. familiarisation and developing mastery of the ‘technical mechanics’ to document their journey and build specialist non-clinical senior leadership capability as they progress in VUCA Environments and the Public Sector   Indicative patchwork assessemnts will be generated over the period of the whole module providing the basis for the final assessment. The lens in which these patches will be devised and developed will be related to the PGP’s sphere of practice in specific relation to VUCA Environments and the Public Sector  There will be peer-to-peer and course leader feedback/feed forward to facilitate reflection and self-development throughout the module. PGPs will choose a minimum of 4 patches to stitch together for the final assessment.  Indicative patches include;   1. to define, distinguish and synthesis of the PGPs sphere of practice connections of NHS and local critical incidents and complaints using one of the following tools - Mind map / Cluster diagramming /Graphic organising tools, e.g. Fishbone Diagram, Venn Diagram// Visual tools designed for graphic facilitation /Causal loop diagramming, as practised in systems thinking; matrices often used in business applications, like 2x2 matrix, Nine Block Matrix. 2. review of strategies and policies. 3. strengths-based leadership report 4. DiSC (Dominance, Influence, Steadiness, Conscientiousness) Assessment report 5. NHS Leadership Framework reflections over the course - Beginning and End. 6. facets of high performing team with the team – using a SWOT analysis 7. reflections from mastermind sessions 8. report on evaluating Information - reflections 9. report onquality improvement methodology – reflections 10. significant incident analysis. 11. case analysis/discussion using images 12. staff teaching pack or poster and rationale 13. patient teaching pack or information leaflet and rationale 14. annotated bioliography   Students’ skills of planning, evaluating and critiquing will be assessed through coursework and written assessment. | |
| **SCHEDULED LEARNING AND TEACHING ACTIVITY** | |
| Most of the teaching will be small group seminars online, where students will engage in critical discussion with peers on the subjects.  PGPs will be supported between these blocks by electronic discussion boards and email.  Each PGP have Individual tutorials with module supervisor.  Individual tutorials address the specific requirements of the individual student’s portfolio, and the supervisor will guide the student in developing the work to meet the learning outcomes.  If studying the Distance Learning mode, all learning activities, including face to face tutorials and synchronous lectures/teaching sessions, are facilitated online. | |
| **TOTAL SCHEDULED LEARNING HOURS** | 21 |
| **GUIDED INDEPENDENT STUDY** | |
| Portfolio completion - Construction of evidence to support the learning activity – reflective writing and evidence gathering including literature search and review relevant to the topic.  Material on Teams with links on Blackboard. | |
| **TOTAL GUIDED INDEPENDENT STUDY HOURS** | 179 |
| **PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING** | |
| **TOTAL PLACEMENT/YEAR ABROAD/WORK-BASED LEARNING HOURS** | 0 |
| **TOTAL STUDENT LEARNING HOURS** | 200 |

**Bibliography and Learning Support Material**

The bibliography for this module is available via the on-line reading list – click on the link below:

<http://readinglists.central-lancashire.ac.uk/index>