

MODULE SPECIFICATION	
Module Code and title*	Module Code: MDEM4001 Module Title: Person-Centred Leadership: the VIPS Approach
School*	School of Allied Health and Community
Location of teaching*	Online only though Blackboard.
Subject*	Dementia Studies
Module Leader	Professor Dawn Brooker
Module Type*	Postgraduate Certificate
Module Level and Credits*	15 credits at level 7
Mode of delivery*	This module will be fully distance learning using online delivery across a semester, which will include both synchronous (planned) and asynchronous content.
Module Status in relation to courses*	This module will be mandatory for the Postgraduate Certificate in Person-Centred Dementia Studies.
Pre-requisites*	None
Co-requisites*	None
Restrictions, excluded combinations, DBS requirements, if appropriate*	Excluded combinations: None Restrictions: None Disclosure and Barring Service (DBS) requirements: None
Short Module Descriptor	This module is designed to provide in-depth understanding of leadership required to facilitate person-centred living for people with dementia and their families. Utilising a person-centred perspective, students will develop skills necessary to lead evidence-based ways of improving the provision of support and services to maintain the personhood of people with dementia. Students will develop a knowledge base and skills specific to evaluating their own and that of organisational practice, create strategies for supporting practice improvement and teamwork. The structure of the content and assessment is based on the VIPS framework which underpins NICE 2018 Dementia Guideline and many dementia strategies internationally.
Intended Learning Outcomes*	On successful completion of the module, students should be able to: 1 - Critically analyse current evidence relevant to leading an organisational culture that supports a person-centred approach towards people living with dementia and their care partners 2 - Evaluate personal leadership skills and analyse their utility for supporting the development of a culturally sensitive, person-centred workforce 3 - Apply the VIPS framework (Brooker & Latham, 2016) and critically analyse the results within their area of influence 4 - Design and assess quality improvement strategies for promoting positive change within organisations providing care and support to people affected by dementia 5 - Develop approaches for working with people living with dementia and their care partners that ensure inclusion
Indicative Content	This module will focus on the development of the student's leadership skills to critically analyse service provision for people living with dementia from the perspective of the person living with dementia and how they can lead services to work better from this perspective. Topics will include: <ul style="list-style-type: none"> • Understanding the importance of the person-centred approach in support and care of people living with dementia

	<ul style="list-style-type: none"> • The role of leadership in developing an organisational culture that is person-centred and understanding leadership style within this • The concept of the social environment and what matters to people living with dementia • Enhancing relationships with partners, families, friends, and the wider community • The phenomenological standpoint in dementia: Empathy and understanding • Providing good scaffolds in dementia services for physical health and wellbeing • Managing risk and advocacy • Ensuring services see the PERSON not just the dementia • Responding to changing needs over time • Selecting the right staff and supporting them to deliver person centred dementia care • Service environments and continuous quality improvement <p>Practice and development of key transferrable skills necessary for sustainable leadership and practice improvement will be incorporated into formative and summative assessment. These include critical thinking, using and evaluating evidence, critical analysis, and integration of different knowledge sources.</p>															
Summative Assessment*	<table border="1"> <thead> <tr> <th data-bbox="451 819 651 936">Summative Assessment Items</th> <th data-bbox="651 819 847 936">Indicative Word Limit or equivalent (e.g. time)</th> <th data-bbox="847 819 1043 936">Weighting</th> <th data-bbox="1043 819 1240 936">Intended Learning Outcomes Assessed</th> <th data-bbox="1240 819 1439 936">Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 936 651 1003">Best Practice Exercise</td> <td data-bbox="651 936 847 1003">1000 words</td> <td data-bbox="847 936 1043 1003">30%</td> <td data-bbox="1043 936 1240 1003">LO1, LO2, LO5</td> <td data-bbox="1240 936 1439 1003">No</td> </tr> <tr> <td data-bbox="451 1003 651 1095">Report</td> <td data-bbox="651 1003 847 1095">2000 words</td> <td data-bbox="847 1003 1043 1095">70%</td> <td data-bbox="1043 1003 1240 1095">LO1, LO3, LO4</td> <td data-bbox="1240 1003 1439 1095">Yes</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Intended Learning Outcomes Assessed	Anonymous Marking	Best Practice Exercise	1000 words	30%	LO1, LO2, LO5	No	Report	2000 words	70%	LO1, LO3, LO4	Yes
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Sample assignments for summative assessment	<p>Reflection on Best Practice Exercise; Using the VIPS framework, determine an area of practice requiring quality improvement to ensure that the experience of people living with dementia and their care partners are central to the care and support delivered.</p> <p>Report; From the VIPS Best practice exercise, plan a strategy for leading change within areas that you have identified as requiring change. This should include a reflective practice session demonstrating your own role in leading a learning culture necessary for sustaining a person centred approach.</p>															
Formative assessment strategy and examples of formative assessment	<p>Formative assessment will be built into learning activities across the duration of the course as follows. Learning activities will include (but are not exclusive to) examples such as:</p> <ul style="list-style-type: none"> • Self-assessment personal development leadership portfolio inclusive of exercises in Week 3, 7 and 12. • Review & assessment across the four elements of Care Fit for VIPS to become familiar with the VIPS framework while studying the theory and evidence-base in relation to supporting people living with dementia (this underpins summative Assessment 2 above). <p>Communication supporting a person-centred approach and peer engagement which provides the opportunity for students to observe, analyse and reflect on ways in which people communicate in services specific to supporting people living with dementia and exchange ideas on what it means for leadership in an asynchronous format with other students in the course.</p>															
Learning and teaching strategy	<p>The module will be delivered completely online utilising all appropriate tools within Blackboard, particularly asynchronous and synchronous options for interaction to ensure opportunities for engagement between students and between students and tutors. Online learning activities will incorporate, but not exclusive to the following activities:</p>															

	<ul style="list-style-type: none"> • reflections on or analysis of videos • readings • podcasts or short video clips by the module leader and/or tutors • regular discussions in a virtual classroom <p>Formative and summative assessment will be mapped against the learning outcomes, both of which have been structured and developed on the basis of facilitating learning that is autonomous and self-directed, acknowledging the student's experience, is relevant and practical and directed towards a goal.</p> <p>In the online environment, with formative assessment embedded across the module, the opportunities for timely feedback is readily available, provides students with a variety of learning activities that can accommodate the diversity of learning styles a cohort of students may have and which enhance engagement.</p>																		
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Date Module Specification Approved:	Approval May 2019																		
Date and Record of Revisions:																			
Resource list information	<p>Resource lists are available through the Resource Lists hyperlink: http://resourcelists.worc.ac.uk.</p> <p>The resource list for this module can be accessed at: https://rl.talis.com/3/worc/lists/3506351D-95A3-C6A8-77A6-BB8D546FDD99/edit</p>																		

Date	Version	Reason for Change	Effective from	Author
	1.0			