University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership in Adult Nursing				
Module Code	UZTSNM-30-3		Level	3	Version	1
Owning Faculty	Health and Life Sciences,		Field	Continuing Care Adult Nursing	
Contributes towards	BSc (Hons) Nursing (Adult Nursing)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate understanding of the impact of contrasting leadership styles on your practice (Component A) • Critically evaluate the implementation of change in health care policy and practice (Component A) • Evaluate the nurse's contribution to service and health improvement initiatives (Component A) • Critically reflect on strategies that promote effective team work across professional boundaries (Component A) • Reflect on and assess ability to use a variety of interpersonal communication strategies recognising how personal strengths and limitations can affect outcomes of care (Component A) • Demonstrate ability to reflect on role transition through a critical analysis of the factors that influence individual motivation and performance (Component A) • Critically reflect on how institutional vision and values and can influence behaviour (Component A) • Appraise the key tenets of collaborative interprofessional / intra-agency working (Component A) • Evaluate the range of qualities required to effectively influence, lead and manage people and services within a health and social care setting (Component A)
Syllabus Outline	**Professional Values** • Effective leadership: Theories and practice • Management of change • Vision, values and behaviours • Teaching and creating a positive learning environment

	• Critical and creative thinking for service and health improvement **Communication and Interpersonal Skills** • Managing others • Developing and empowering colleagues **Nursing Practice and Decision Making** • National and international health policy, including public health, global health, epidemiology • Using critical and creative thinking for service and health improvement • Evaluation of care delivery • Questioning of evidence • Learning to manage complex care situations **Leadership, Management and Team Working** • Managing resources and planning service change • Change, leadership theories and the management of change • Exploration of changing roles in the policy context for education and practice in adult nursing • Continual Professional Development for Adult Nursing practice: portfolio management and action planning • Organisational structure and culture • Safeguarding and raising concerns • Report writing • Social Enterprise and entrepreneurship • Understanding peer assessment, supervision and review **Personal development** • Preceptorship: planning for the future • Actively engage in support networks • Reflective and evaluative development in the transition to autonomous practice
Contact Hours	72 hours contact in the form of face-to-face, simulation and case based learning, online learning
Teaching and Learning Methods	A variety of approaches will be used which may include: • Practice experience • Simulation • Clinical skills • Technology enhanced learning • Workshops and Master classes • Lectures and Seminars • Enquiry based learning • Case based learning • Role play
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	78	150	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Portfolio

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		
Coursework assessment percentage		100%
Practical exam assessment percentage		
		100%

Reading Strategy	**Core readings** It is essential that students read one of the many leadership texts available through the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. **Access and skills** The development of literature searching skills is supported by a Library seminar provided within the first semester. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, *current* advice on readings will be available via the module guide References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences. Kilgallon, K and Thomspon, J. (2012) *Mentoring in Nursing and Healthcare. A practical Approach.* [online] London. Wiley-Blackwell. *[*Accessed 11 February 2013].

McSherry, R. and Warr, J. (2008) *An introduction to excellence in practice development in health and social care.* [online]. Oxford: Open University Press. [Accessed 11 February 2013].

McSherry, R. and Warr, J. (2010) *Implementing Excellence in Your Health Care Organization: Managing, Leading and Collaborating.* [online]. Oxford: Open University Press.[Accessed 11 February 2013].

Snelling, P. and Sellman, D. (2010) *Becoming a Nurse: a Textbook For Professional Practice.* Essex: Pearson.

Temple, J. (2012) *Becoming a Registered Nurse- Making the Transition to Practice.* Exeter. Learning Matters.

Thompson, C. and Dowding, D. (2009) *Essential Decision Making and Clinical Judgement for Nurses.* [online]. Oxford: Churchill Livingstone. [Accessed 11 February 2013].

Journals
British Journal of Nursing – e journal
Evidence Based Practice
Health Service Management
Health Service Journal
Journal of Advanced Nursing – e journal
Journal of Clinical Nursing
Journal of Community Nursing
Journal of Wound Care
Nurse Education in Practice

Part 3: Assessment	
Assessment Strategy	Critically analyse your professional development against the four domains of professional practice (NMC 2010): Domain 1. Professional Values Domain 2. Communication and interpersonal skills Domain 3. Nursing practice and decision making Domain 4. Leadership, management and team working Drawing on excerpts from your personal professional portfolio you will be required to use evidence from throughout the three years to critically reflect on experiences that have influenced you against each of the four domains. The action plan needs to consider your future career aspirations, learning needs and the interprofessional context. In this way the portfolio of evidence will capture the past and present and the action plan is the future.

Identify final assessment component and element		**A**	
		A:	**B**:
% weighting between components A and B (Standard modules only)			

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**

1. Portfolio of evidence	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Portfolio of evidence	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.