



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Leadership in Children’s Nursing				
Module Code	UZUSNP-30-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Maternal and Child Health		
Contributes towards	BSc (Hons) Nursing (Children’s 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
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • 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) • Evaluate how Children/young people and families can contribute to service delivery and the effectiveness of service improvement initiatives (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) • Demonstrate ability to reflect on role transition through a critical analysis of the factors that influence individual motivation and performance (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)
Syllabus Outline	<p>Professional Values</p> <ul style="list-style-type: none"> • Developing and empowering colleagues, the child, young person, family, parent and carer, • Vision, values and behaviours • Critical and creative thinking for service and health improvement • 6 C’s of Nursing (compassion, courage, competency, commitment, care and communication)

Communication and Interpersonal skills

- Supervision, peer support and review
- Teaching and creating a positive environment

Nursing Practice and Decision Making

- The principles of clinical reasoning in Children’s Nursing practice
- The management of end of life care
- Referral pathways for children and young people with complex needs
- Skills indicative of safe and effective children’s nursing practice
- National and international health policy, including public health

Leadership, Management and Team working

- National service drivers that influence service development and the provision of children’s and young people’s care
- The politics of Health and Social Care practice
- Risk management strategies
- Ethical, legal and policy issues and their application
- Governance in Health and Social Care
- Supervision, leadership and management
- Organisational structures, systems and processes
- Effective leadership: Theories and practice
- Management of change
- Reflective and evaluative development in the attainment of autonomous practice

Contact Hours 72 hours contact

Teaching and Learning Methods A variety of approaches will be used which may include:

- Practice experience
- Technology enhanced learning
- Simulation and clinical skills
- Workshops
- Lectures and Seminars
- Focus groups
- 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				
<i>Number of credits for this module</i>				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:

Double click in the table and type over the percentages – the table will total automatically.

Please ensure that it amounts to 100%

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	100%	
Practical exam assessment percentage		
		100%

Reading Strategy

Core readings

It is essential that when studying this module students read one of the many 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 and at level three. 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. *Current* advice on additional reading will be available via the module guide or Blackboard pages. References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Blair, K. (2011) *Medicines Management in Children's Nursing*. Exeter. Learning Matters.

Coyne, I., Timmins, F. and Neill, F (2010) *Clinical Skills for Children's Nursing*; London: OU Press.

Davies, R. and Davies, A. (2011) *Children and Young People's Nursing: Principles for Practice*. [online] London: Hodder Arnold. [Accessed 17 February 2013].

Devitt, P. and Thain, J. (2011) *Children and Young People's Nursing Made Incredibly Easy (UK edition)*. London: Lippincott Williams & Wilkins.

Glasper, A. and Richardson, J. (2010) *A textbook of Children's and Young People's Nursing*. [online]. 2nd ed. London: Churchill Livingstone. [Accessed 14 February 2013].

Glasper, A., Aylott, M. and Battrick, C. (2009) *Developing Practical Skills for Nursing Children and Young People* [online]. London: Hodder Arnold. [Accessed 14 February

	<p>2013].</p> <p>Jones, L. and Bennett, C. (2012) <i>Leadership in Health and Social Care, An introduction for emerging Leaders</i>. Banbury. Lanturn.</p> <p>Kilgallon, K. and Thomson, J. (2012) <i>Mentoring in Nursing and Healthcare. A practical Approach</i>. [online]. London. Wiley-Blackwell. [Accessed 14 February 2013].</p> <p>Lefevre, M. (2010) <i>Communicating with Children and Young People</i>. Bristol: The Policy Press.</p> <p>Macqueen, S., Bruce, E. and Gibson, F. (2012) <i>The Great Ormond Street Hospital Manual of Children's Nursing Practices</i>. Oxford: Blackwell.</p> <p>Moules, T. and Ramsey, J. (2008) <i>The Textbook of Children's and Young People's Nursing</i>. Oxford: Blackwell.</p> <p>Temple, J. (2012) <i>Becoming a Registered Nurse- Making the Transition to Practice</i>. Exeter. Learning Matters.</p> <p>Trigg, E. and Mohammed, T. (2010) <i>Practices in Children's Nursing: Guidelines for Hospital and Community</i>. [online]. 3rd ed. London: Churchill Livingstone. [Accessed 14 February 2013].</p> <p>Journals</p> <p>Journal of Child Health Care – e journal Nursing Children and Young People – e journal British Journal of Nursing – e journal Nursing Standard – e journal</p>
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Part 3: Assessment

Assessment Strategy	<p>Critically analyse your professional development against the four domains of professional practice (NMC 2010):</p> <p>Domain 1. Professional Values Domain 2. Communication and interpersonal skills Domain 3. Nursing practice and decision making Domain 4. Leadership, management and team working</p> <p>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.</p> <p>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.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
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%
<p>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.</p>	