University of the
West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data					

Module Title	Leadership in Nursing				
Module Code	UZZY3E-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field		Mental Health and Learning Disabilities	
Department	Nursing and Midwifery				
Contributes towards	MSc Nursing (Adult) MSc Nursing (Mental Health)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2017		Valid to		

CAP Approval Date	5 April 2017

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Analyse the challenges experienced as a professional and the skills required in facilitating a collaborative approach to improving the service and experience for patients and public (Component A) • Critically reflect on the development of their own leadership skills to consider how best to deliver and enhance collaborative working across organisational boundaries and systems (Component A) • Critically debate the role of regulation and policy in equipping leaders to meet the current and future challenges of the changing health care landscape. (Component A) • Appraise theories of organisational culture, systematic leadership and change and their influence as 'enablers' to improving service delivery, quality, governance and the service user experience. (Component A) • Critically analyse the value of coaching and mentoring tools that focus on developing skills, knowledge, professional and clinical behaviours that enhance the individual and team performance. (Component A) • Demonstrate an in depth and critical insight into the application of approaches to creativity and innovation and their relevance for entrepreneurship and team performance. (Component A)
Syllabus Outline	• Theories of leadership • Understanding change, innovation and transformation in NHS and wider health care systems • Understanding self, in relation to the leadership role- resilience, mindfulness and emotional intelligence • Inter collegial/professional/cross boundary-sector working

	• Authentic and distributive leadership –models and modes of practice • Coaching: principles and practice • Autocracy, authority, autonomy - Scope of practice • Political, regulatory and cultural enablers and barriers to successful change • Policies related to contemporary Health & Social care services • Service improvement and enhancement • The capabilities, practices and norms that promote and contribute to the formation of and effective working relationships of teams • The evidence base for the relationship between effective collaboration and provision of quality services • Introduction to service improvement frameworks
Contact Hours	36 contact hours. These will take the form of group activities, case study, work-based learning or project supervision, workshops and online activities. Contact time may also take a virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means. It can also take place in a work-based setting.
Teaching and Learning Methods	Current approaches, which comprise of: Seminars, action learning sets, group work, problem solving exercises, critical review of research and policy, utilisation of prior knowledge, individual and peer group reflection.
Reading Strategy	**Core readings** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further readings** Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. **Access and skills** The development of literature searching skills is supported by a library seminar provided within the first semester. Students will be presented with further opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. 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	Gopee, N and Galloway, J (2014) 2nd ed *Leadership and Management in Healthcare* London: Sage. Jones, L. and Bennett, C. (2012) *Leadership in Health and Social Care, An introduction for emerging Leaders.* Gloucestershire: Lantern Publishing Ltd. NHS England (2014) *Building and Strengthening Leadership: Leading with Compassion Field Guide.* Available from: https://www.england.nhs.uk/wp-content/uploads/2014/12/london-nursing-accessible.pdf [Accessed 09.01.17]

McDermott, A. and Keating, M. (2012) Making Service Improvement Happen: The importance of Social Context. *The Journal of Applied Behavioural Sciences.* 48 (1) pp. 62-69.

Rose (2015) *Better leadership for tomorrow NHS Leadership Review* Available from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445738/Lord_Rose_NHS_Report_acc.pdf (Accessed 09.01.17)

Storey J, and Holti R (2013) *Towards a New Model of Leadership for the NHS*, Available from www.leadershipacademy.nhs.uk (accessed 09.01.17)

Sullivan, E. J and Garland, G (2013) 2nd ed *Practical Leadership and Management in Healthcare: for Nurses and Allied Health Professionals.* London: Pearson.

Sullivan, E. J. (2012) 2nded. *Becoming Influential: A guide for Nurses.* London Prentice Hall.

Part 3: Assessment	
Assessment Strategy	At level M students are expected to critically evaluate, synthesise and provide independent perspectives regarding the delivery of treatment/intervention and management. This should include a critical exploration of literature including theories of organisational culture, systematic leadership and change in relation to service delivery, quality, governance and the service user experience. The assignment requires the learner to: • Facilitate an individual presentation of a maximum 15 minutes in duration, demonstrating their ability to critically analyse a service challenge of relevance to own field of practice (dependent on Adult or Mental Health pathway). This should include reference to, and critique of, relevant conceptual frameworks and theories to undertake the analysis, supported by practical examples from own experience. • A 15 minute (maximum) rigorous question and answer session to include self-critique

Identify final assessment component and element	Component A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Presentation (15 Minutes plus 15 minutes Q&A and self-critique)	**100%**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Presentation (15 Minutes plus 15 minutes Q&A and self-critique)	**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.

FOR OFFICE USE ONLY

First CAP Approval Date	5 April 2017			
Revision CAP Approval Date		Version	1	Link to MIA 10632