



UNIVERSITY OF THE
WEST OF SCOTLAND
UWS



Module Descriptor

Title	Leadership in Mental Health		
Session	2024/25	Status	
Code	NURS09235	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	School of Health and Life Sciences		
Module Co-ordinator	Marie McCaig		
Summary of Module			
<p>This module develops students' knowledge and understanding of the culture and team dynamics within and between complex organisations. Students will be encouraged to critically appraise their personal leadership role, the influence of team dynamics and the contributions diverse professional groups make toward the development and delivery of efficient and effective mental health services.</p>			
<p>This is the module leading to the threshold award for registration by the Nursing and Midwifery Council as a Registered Mental Health Nurse (RMN) By the end of this module students will have evidenced successful achievement of the proficiencies and skills required by the NMC and will have had these confirmed by their academic and practice assessor. If all other requirements are met the successful student will then be put forward for registration with the Nursing and Midwifery Council as a Registered Mental Health Nurse (RMN).</p>			
<p>A 14-week practice learning experience will enable students to evidence achievement of the NMC standards of proficiency for Registered Nurses (2018) in a practice setting as directed by the NMC Standards of Assessment in Practice. Students will apply knowledge and understanding of mechanisms of drug interactions and adverse drug reactions to medicines optimisation, medicines administered and clinical practice (BiNE, LO9 & 10, 11).</p>			
<p>Programme threads of Law and safeguarding, Digital Health Technology and Trauma will inform module content.</p>			
<p>Specific Annexe A & B skills for this module include Leadership theories, teaching and learning approaches, clinical supervision facilitation skills, case management skills.</p>			
<p>Graduate attributes include transformational leadership, employability and lifelong learning.</p>			

Module Delivery Method	On-Campus	Hybrid	Online	Work -Based Learning
		✓		
Campuses for Module Delivery	Ayr ✓ Dumfries ✓	Lanarkshire ✓ Paisley ✓	Online / Distance Learning Other (specify)	
Terms for Module Delivery	Term 1		Term 2	Term 3
Long-thin Delivery over more than one Term	Term 1 – Term 2		Term 2 – Term 3	Term 3 – Term 1

Learning Outcomes	
L1	Critically discuss the challenges of providing social, psychological and physical care services across a wide range of integrated care settings and to culturally diverse populations.
L2	Apply sound and evidence based clinical judgements and decisions in the leadership of evidence-based, person-centred and compassionate care.
L3	Demonstrate the ability to identify and manage risk for patients and/or the service relative to national and local policy and guidance.
L4	Apply and critically reflect on the principles of effective leadership, management, and learner supervision.
L5	Demonstrate evidence of achievement of the NMC (2018) Professional Standards

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9. Appraisal of global issues in Mental Health care and welfare provision. Developing a broad knowledge and understanding of local, national and international leadership strategies/theories. Demonstrating an awareness of their own leadership style and an understanding of how they influence delivery of healthcare. Critically appraising leadership in nursing within the boundaries of the module, including: leadership skills, decision-making, delegation and prioritisation of care.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 9.</p> <p>Application of knowledge from a variety of sources to explore the complexities of leadership within a healthcare environment. Application of relevant theories to the supervision, education and development of junior staff, carers and other stakeholders in health and social care.</p> <p>Critically evaluating healthcare scenarios in relation to quality enhancement.</p> <p>Working towards completion of the NMC (2018) Standards for Pre-registration Nurse Education.</p>
Generic Cognitive skills	<p>SCQF Level 9.</p> <p>Using appropriate search strategies to review literature that explores the impact of leadership in the delivery of healthcare. Undertaking critical analysis, evaluation and synthesis of principles of professional practice, leadership, development of self and others. Using a range of resources to reflect on the complexities of leadership and evaluate responses to make safe informed, evidence-based care management decisions.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 9.</p> <p>Demonstrate safe and effective professional communication within an inter-professional and multidisciplinary team. Demonstrating a range of methods to communicate health related concepts effectively to people, their families, and carers. Developing increasing autonomy and competence in relation to engaging in difficult conversations, including breaking bad news and support people who are feeling emotionally or physically vulnerable or in distress. Using a range of digital resources to enhance learning.</p>
Autonomy, Accountability and Working with Others	<p>SCQF Level 9.</p> <p>Demonstrating the ability to work within professional, legal and ethical frameworks underpinning nursing practice. Critical appraisal of own and others' roles and responsibilities when carrying out and evaluating tasks. Taking the lead and responsibility for aspects of own practice and exercise autonomy of current professional practice. Collaborating with a variety of healthcare professionals, families and carers in accordance with professional frameworks to inform clinical practice.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>This module is a 40-credit module and has 400 learning hours, 560 placement hours and 72 contact hours. On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)</p> <p>Asynchronous activities will be provided and designed as supplementary activities to support on campus learning events.</p> <p>A variety of learning and teaching methods will be used to facilitate achievement of the learning outcomes. Modified lectures develop students' understanding of key concepts and open areas for further exploration and development. Learning is enhanced using self-reflection, peer evaluation and role rehearsal supported by simulation technology where appropriate. Students will gain experience supervising others whilst they will be supervised in this role. Group-work and collaborative working will be an important aspect of the module increasing the student's confidence and skills required of a mental health nurse to effectively lead and manage teams in a safe and supported environment.</p>	
Learning Activities	Student Learning Hours
<p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	6
Tutorial/Synchronous Support Activity	6
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	30
Independent Study	312
Work Based Learning/Placement	560
Personal Development Plan	10

TOTAL	960
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Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Barr, J. and Dowding, L. (2019) <i>Leadership In Health Care 4th ed.</i> London: Sage Publications.</p> <p>Ellis, P. (2021) <i>Leadership, management and team working in nursing.</i> London: Sage Publications.</p> <p>Henry, H. (2022) <i>Be a Leader in Nursing-E-Book: Be a Leader in Nursing-E-Book.</i> Elsevier Health Sciences.</p>
<p>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>

Attendance and Engagement Requirements
<p>In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those on Aula, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements. In this module students may be assessed if at least 70% of the practice learning experience is met and a period of 14 weeks of placement must be completed.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS HYPERLINK "https://www.uws.ac.uk/media/6317/equality-diversity-and-human-rights-code-approved-feb-2023.pdf"Equality, Diversity and Human Rights Code.</p>
<p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>

Supplemental Information

Divisional Programme Board	Mental Health, Midwifery & Health
Overall Assessment Results	Graded for summative assessment. Pass/fail for PLE component.
Module Eligible for Compensation	No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Mental Health, Midwifery & Health
Moderator	Hazel Kyle
External Examiner	Julia Turner
Accreditation Details	NMC
Module Appears in CPD catalogue	No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Where modules in the programme contain a practice element, the outcomes are assessed using some of the principles of the innovative concept of 'patchwork assessment'. This involves continuous formative feedback supported by peer engagement, as described in the HEA Framework for transforming assessment in higher education (2016). Students engage in deep and meaningful feedback with each other and students should have the opportunity to support their peers whilst working in reflective groups.

The formative assessment allows students to share 'patches' with other students and their assessors or supervisors in small group discussions to encourage collaborative learning and formative peer feedback.

Successful completion of placement as evidenced by practice assessment documentation (PAD). Submission of successful completion of practice learning experience is evidenced by uploading of accurately completed final assessment pages from the Scottish Nursing Practice Assessment Document as directed in the module handbook.

Assessment 1

The summative assessment in this module comprises 3 'patches' relevant to module content submitted individually.

The first patch is a group activity completed prior to practice. A scientific poster presentation in class based on a proposed leadership or teaching and learning initiative to be undertaken during the practice placement.

Patches 2 and 3 involve using a structured model complete 2 critical reflections (1400 words each) using contemporary literature and evidence of application of theory to practice, based on the following themes: Applying leadership skills in integrated mental health care and Applying the principles of leadership as they relate to clinical supervision in learning and assessment in clinical practice.

(100% weighting)

Assessment 2

Component 2 - placement hours for PLE 7

Assessment 3

Component 3 - NMC hours

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Component 1 - made up of 3 patches which total 100%	✓	✓	✓	✓		100%	72

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Component 2 - placement hours for PLE 7					✓	0	0

Component 3							
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Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Component 3 - NMC hours					✓	0	0
Combined total for all components						100%	hours

Change Control

What	When	Who