Module Descriptor

Title	Leadership in Mental Health		
Session	2026/27	**Status**	Published
Code	NURS09235	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Marie McCaig		

Summary of Module

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.

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).

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).

Programme threads of Law and safeguarding, Digital Health Technology and Trauma will inform module content.

Specific Annexe A & B skills for this module include Leadership theories, teaching and learning approaches, clinical supervision facilitation skills, case management skills.

Graduate attributes include transformational leadership, employability and lifelong learning.

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☒ 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 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.

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	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	**SCQF 9** 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. Critically evaluating healthcare scenarios in relation to quality enhancement. Working towards completion of the NMC (2018) Standards for Pre-registration Nurse Education.
Generic Cognitive skills	**SCQF 9** 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.
Communication, ICT and Numeracy Skills	**SCQF 9** 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.
Autonomy, Accountability and Working with Others	**SCQF 9** 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.

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

Learning and Teaching

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.

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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)

Asynchronous activities will be provided and designed as supplementary activities to support on campus learning events.

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	48
Work-based Learning	560
Personal Development Plan	10
Asynchronous Class Activity	30
Independent Study	288
TOTAL	960

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Barr, J. and Dowding, L. (2019) Leadership In Health Care 4th ed. London: Sage Publications.

Ellis, P. (2021) Leadership, management and team working in nursing. London: Sage Publications.

Henry, H. (2022) Be a Leader in Nursing-E-Book: Be a Leader in Nursing-E-Book. Elsevier Health Sciences.

(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)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure and may be asked to agree a re-engagement support plan. Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Mental Health Nursing Midwifery Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	MHMH L9-11
Moderator	Hazel Kyle
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
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. 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 two and three 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. This component has a pass/fail mark (0% weighting).
Assessment 3
Component 3 - NMC Practice Hours evidenced/achieved in line with NMC standards.
(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
Demonstrations/ Poster presentations/ Exhibitions	☒	☒	☒	☒	☐	100	1

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☐	☒	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☐	☒	0	0
Combined total for all components						100%	1 hours

Change Control

What	When	Who
Equality and diversity statement, attendance and engagement statement, learning hours distribution updated to reflect workshops.	06.02.2025	Marie McCaig