

Module specification

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Module Code	NH7F3
Module Title	Compassionate leadership in SCPHN
Level	7
Credit value	20
Faculty	FSLS
HECoS Code	100293/100295
Cost Code	GANG

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
Postgraduate Diploma in Specialist Community Public Health Nursing (Health Visiting)	Core
Postgraduate Diploma in Specialist Community Public Health Nursing (School Nursing)	Core

Pre-requisites

Students on the PgDip SCPHN (School Nursing) and PGDip SCPHN (Health Visiting) will have met the entry requirements for admission to and be enrolled on the programme.

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	160 hrs
Module duration (total hours)	200 hrs

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Initial approval date	07/11/2024
With effect from date	06/01/2025
Date and details of revision	
Version number	1

Module aims

This module aims to:

- continue the theme of compassionate and inclusive leadership practice.
- develop leadership skills fostering a positive team culture through education, appraisal systems and peer support.
- Through action learning enable students to reflect on their personal and professional development
- Use approached to peer supervision and reflection to explore leadership challenges within their practice.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate advancing knowledge of compassionate leadership and how this supports effective teams, positive workplace culture and SCPHN service provision (SPSCPHN: A1, A5, CSN9, E1, E4, E5, E7, F1, F2, F6, FHV1, FHV2, FHV4, FHV5, FHV6)
2	Critically reflect on autonomous practice, advanced communication skills and professional judgement when leading complex evidence based SCPHN practice and the potential for learning to influence SCPHN service commissioning, provision and policy (SPSCPHN: A7, B2, B3, B6, B9, C11, CHV8, CSN3, D13, D14, DSN9, E1, E3, E4, E7, F1, F3, F6, F8, F10, FHV3, FHV4)
3	Critically evaluate their role as compassionate leader, educator and role model in positively influencing the profession and supporting the self-care and health and wellbeing of others (SPSCPHN: A6, A9, A10, B11, C2, C5, E2, E5, E7, F6)
4	Systematically apply an inclusive approach to assessing and supporting the learning needs and abilities of colleagues and students. (SPSCPHN: E5, E6, F7)

Assessment

Indicative Assessment Tasks:

Formative Assessment:

Students will participate in Action Learning Sets. Each week a different student from each Action Learning Set (ALS) will present a draft relevant scenario to the members of their ALS for review. Feedback on the scenario is provided by members of the ALS during their discussions.

Summative Assessment: Individual seminar presentation

A 20-minute individual presentation analysing a challenge and evidence based solutions in leading, educating and influencing complex SCPHN practice. The presentation will include



the learning gained through the action learning peer supervision process and will make recommendations at individual and organisational level.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Presentation	100%

Derogations

No compensation is allowed. All summative assessment elements must be passed.

Additional Requirements

All students must abide by “The Code” (NMC, 2018) including patient safety, client confidentiality and public trust. If any part of the code is breached, students will receive a referral in that assessment element.

Any work submitted which indicates unsafe practice by the student, or which breaches anonymity and/or confidentiality, will result in overall refer/defer of the module. In some circumstances, this may also result in the employer being informed which may trigger additional disciplinary processes.

Learning and Teaching Strategies

This module will be delivered via a ‘blended learning’ approach. Directed study tasks, which may include activities such as recorded lectures, discussion forums, case studies, simulations and group tasks, workbooks, key readings, reflective activities, or other appropriate learning activities, will be made available on the Virtual Learning Environment.

A key strategy in this module is the use of Action Learning Sets. Action Learning sets will initially be facilitated by a member of the module team but will progress to become student - facilitated. The advantages of this approach is the focus on an issue which is individual to students learning needs. The peer group will model the practice of compassionate leadership through active listening, reflection and regard for the issue. Students will be placed in a group from the outset and will remain in the same grouping for the duration of the module. They will work collectively to set realistic actions that will aim to solve or understand the main issue being discussed.

Indicative Syllabus Outline

Within action learning sets the following will be explored:

- Compassionate leadership
- Positive team development and interprofessional working.
- Managing conflict
- Consideration of own leadership approach
- Exploration of self
- Resilience strategies
- Educating, supporting, and motivating others
- Decision making
- Skill mix and workforce requirements
- Resource allocation and management
- Staff appraisal systems



- Safe delegation
- Safe working/lone worker

This will be supported by asynchronous directed learning, reading and learning resources for the above on the virtual learning environment.

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

West, M. A. (2021), *Compassionate Leadership: Sustaining Wisdom, Humanity and Presence in Health and Social Care*. London: Swirling Leaf Press.

Other indicative reading:

Barr, J. and Downing, L. (2022), *Leadership in Health Care* (Fifth Edition). London: Sage Publications.

Academi Wales (2020), *Sowing Seeds: Self Awareness – A core skill for successful leaders*. Available from:

<https://academiwales.gov.wales/repository/resource/aa3b5780-5c4b-4790-8fc4-533900646a33/en>

Gwella HEIW *Leadership Portal for Wales*

<https://nhswalesleadershipportal.heiw.wales>

[Students will need to sign up for access to this resource on Sign up - Gwella HEIW Leadership Portal for Wales]