Title of Module: Leadership For Effectiveness			
Code: NURS11017	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Alan Curley		

Summary of Module
Effective leadership is a crucial to the success of all organizations. The need for effective leadership across broad professional groups is widely acknowledged both nationally and internationally and in order to achieve quality goals of efficient interdisciplinary/interagency partnership working and promote effective innovations, full cognizance requires to be taken of the culture and team dynamics within these complex organizations such as healthcare. Students undertaking this module will be encouraged to critically explore the current challenges facing health and social care professionals delivering integrated care within a dynamic and evolving health and social care context. In conjunction, students will be encouraged to critically appraise their personal leadership role, the influence of team dynamics and the contribution that the various professional groups make towards the delivery of efficient and effective health and social care practice.Students are encouraged to be research minded and cuturally aware of the impact of effective leadership in the workplace setting. The skills learned in this module have been designed to link with the UWS graduate attributes.   The above skills acquisition, contributes to the development of the **UWS Graduate Attributes**: **Universal** - critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; **Work-Ready** -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and **Successful -**autonomous, incisive, creative, resilient and daring.   - To critically explore the current challenges facing health and social care services   - To critically appraise leadership roleS, the influence of team dynamics and the contribution that the various professional groups make towards the delivery of efficient and effective health and social care practice

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓		✓			

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning:
(Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓		✓	

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Critically analyse current theories and concepts related to leadership characteristics, styles and behaviours within modern health and social care policy and contexts.
L2. Critically appraise the leadership challenges involved in developing and enhancing team dynamics, synergy and effectiveness.
L3. Demonstrate a critical understanding of the principles of partnership-working, client involvement and governance as applied to leading and promoting innovation within an effective organisation.

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 11. · Demonstrates a critical understanding of contemporary theory, principles and concepts in relation to leadership, professional supervision, team dynamics and organisational effectiveness.
Practice: Applied Knowledge and Understanding	SCQF Level 11. · Relates key leadership and effectiveness principles to one's own domain of clinical practice. · Demonstrates creativity in the application of theoretical concepts to enhance team effectiveness within the health and social care contexts.
Generic Cognitive skills	SCQF Level 11. · Develop creative and original responses to presenting problems and issues. · Critically reflects upon and appraises complex situations to make informed judgements that underpin effective organisational decisions.
Communication, ICT and Numeracy Skills	SCQF Level 11. · Selects and applies appropriate methods to facilitate effective

	communication and information dissemination across appropriate levels and areas of the organisation.
Autonomy, Accountability and Working with others	SCQF Level 11. · Demonstrates leadership in relation to vision, engagement, empowerment and the promotion of clinical excellence and effectiveness in the health and social care context. · Work in ways that are reflective, critical and analytical to facilitate and enhance effective clinical developments.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
This module is delivered via face-to-face delivery as well as by fully distance learning utilising a Virtual Learning Environment (VLE). Face to face delivery: In this mode of delivery, students will attend classes and take part in a range of face-to-face student centred activities with the lecturer and class peers. The materials presented during the classes will be those utilised by fully online students to ensure parity of experience. Taught students have access to direct individual and tutorial support from their lecturers and will be directed to wider reading, including access to electronic library and books. They will also have access to the VLE as a mechanism for peer and staff communication and dissemination of information. Distance learning students: In this mode of delivery, students are learning fully online and are supported by the VLE. On-line students will receive core module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by asynchronous/synchronous online discussion boards; virtual learning activities; directed wider reading including access to electronic library and e-books. All students will be expected to work through the on-line module materials independently via the VLE. This will assist in enhancing skills of communication, presentation, problem-solving and critical reflection. Module content reflects societal diversity and a rights-based approach to practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies e.g. availability of electronic copies of lecture materials. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments e.g., specialised equipment for studying e.g. specialised software.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Personal Development Plan	4

Tutorial/Synchronous Support Activity	20
Asynchronous Class Activity	8
Independent Study	152
Lecture/Core Content Delivery	16
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
There are no core texts for this module: all are considered recommended reading:

Barr J., Dowding L. (2019) Leadership in Healthcare. (4th Edition). London. Sage Publications

Huber D. (2013) Leadership and Nursing Care Management. (5th edition). Edinburgh. Saunders Elsevier.

Martin V. Henderson E.S & Charlesworth J. (2010) Managing in Health & Social Care. London. Routledge.

McSherry R, Pearce P., (2011) Clinical Governance : A Guide to Implementation for Healthcare Professionals. (3rd Edition). Oxford. Blackwell Publishing.

Mullins L.J (2010) Management & Organisational Behaviour (9th Edition). London. Pitman Publishing.

Parker G.M., (2011). Team Players and Teamwork (3rd Edition). San Francisco. Jossey Bass.

Stanton E., Lemer C. & Mountford J. (2010). Clinical Leadership: Bridging the divide. London. CLE.

Key journals :
British Journal of Clinical Governance
British Journal of Healthcare Management
Journal of Social Work Practice

Weblink:
http://www.midstaffspublicinquiry.com/report

'The module VLE site will also provide students will additional module resources.'

(**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)

Engagement Requirements

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 in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L9-11
Moderator	Angela Dow
External Examiner	M Lees
Accreditation Details	
Version Number	1.16

Assessment: (also refer to Assessment Outcomes Grids below)
Both formative and summative assessment strategies will be utilised within the module. Early formative assessment will be incorporated into the module to facilitate the process of student development and academic literacy skills, providing both feedback and feed forward to enable this process The summative assessment will be 2 parts. Part A of the summative assessment is based on the students participation in 2 x 600 word Asynchronous Discussions hosted on the Virtual Learning Environment. Discussions will be marked using a methodology developed within the School of Health and Life Sciences, based on a model for participation in asynchronous discussions developed by Sabin, H., Larson, S. & Nellen, T. (2000) The PACE Model: for On-line Teaching and Student Support, Learning Technology Newsletter, 2(1):16-20. [Online]. Available at: http://lttf.ieee.org/learn_tech/issues/january2000/learn_tech_jan2000.pdf. This will contribute 50% of the final mark awarded to the student. Each Assessment component- students must achieve a minimum PASS mark of 40%
Part B of the summative assessment is a organisation-focused project paper presented in the form of a written report, equivalent to 50% of the final mark. Each Assessment component- students must achieve a minimum PASS mark of 40%
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Review/ Article/ Critique/ Paper	✓	✓	✓	50	0	

Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Report of practical/ field/ clinical work	✓	✓	✓	50	0	
Combined Total For All Components				100%	0 hours	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health and Life Sciences believes that education and practitioner diversity are central to achieving quality of care.

Within this module, quality of care, inclusiveness and employability are achieved by:

• Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities to students and prospective students

• Promotion of confidence and knowledge of their rights as a student and employee

• Promotion of respect and knowledge of client diversity, their needs, rights and associated practitioner responsibilities

The above aims are supported by staff belief in fairness and equal opportunities and thus guide the content, teaching and learning, assessment and evaluation.

Anticipatory' and 'reasonable' adjustments are grounded in 'competence standards' – specifically, the core requirements for progression / achievement in placement / module. Anticipatory adjustments have been made and 'reasonable adjustments' can be made available in teaching and learning strategies to promote accessibility of the module. For students who have disclosed a disability, the UWS Disability Service (DS) will assess the individual's strengths and support needs and then forward a Student Support Form to the appropriate DS Co-ordinator who will circulate the form to all of the relevant teaching staff. 'Reasonable adjustments' may include adapted or specialised clinical equipment (e.g. electronic stethoscope, coloured overlays) or further specialist assessment or support (e.g. assessment by an Educational Psychologist, extended time for presentations or assessments). If funding is required, this can be organised by the DS and funded by the School. Reasonable adjustments, in line with DS recommendations for the assessment of the individual student can be assured.

Processes and procedures have been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.
Students should approach the Disability Service as early as possible to discuss support. Details of the service can be found at: www.uws.ac.uk/disabilityservice/

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)