Module Descriptor

Title	Leadership For Effectiveness		
Session	2026/27	**Status**	Published
Code	NURS11017	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Susie Gamble		
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.			

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	☐

[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

Learning Outcomes	
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.
L4	
L5	

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 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 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 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 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 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.

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.

This module is delivered via face-to-face delivery as well as by fully distance learning utilising a Virtual Learning Environment (VLE).

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 materails independently via the VLE. This will assist in enhancing skills of communication, persentation, problem-solving and critical reflection.

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.

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	12
Independent Study	164
n/a	
n/a	
TOTAL	200

Indicative Resources

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. and Dowding L. (2022) Leadership in Health Care. (5th Edition). London. Sage Publications

Dickson, G. and Tholl, B. (Eds) (2020) Bringing Leadership to Life in Health: LEADS in a Caring Environment (2nd Edition) Switzerland. Springer.

Northouse, P. (2022) Leadership: theory and practice. (9th Edition). London. Sage Publications Weblink:

https://assets.kingsfund.org.uk/f/256914/x/1ed42745fb/the_practice_of_collaborative_leadership_2023.pdf

https://www.kingsfund.org.uk/insight-and-analysis/long-reads/what-is-compassionateleadership#introduction

In addition to these resources students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(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.

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	**Adult Nursing Community 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	Community and Health
Moderator	Cate O'Kane
External Examiner	H Gray
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
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 is a 4,500 word organisation-focused project paper presented in the form of a written report, equivalent to 100% of the final mark. Students must achieve a minimum mark of 50% to pass the module.
Assessment 2
Assessment 3
(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**
Review/ Article/ Critique/ Paper	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐	0	0

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

Change Control

What	When	Who
Module Coordinator, Module Moderator, Assessment	January 2026	Susie Gamble