

Title of Module: Leading and Transforming Together			
Code: NURS11144	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:	Helen Rainey		
Summary of Module			
<p>Through supported cross sectoral and inter-professional learning, this module will build on students existing leadership knowledge and skills in order for them to critically examine the constructs and contexts of leadership within people-centred integrated care, recognising the principles of teamwork.</p> <p>Students will contextualise and reflect on the assets within their own workplace and teams in order to appreciate the skills within the workforce, as well as explore wider networks for new roles. Through this, they will examine leadership opportunities and challenges associated with transforming people-centred integrated care from a global, cross sectoral and inter- professional perspective.</p> <p>During this module students will focus on building their resilience, managing conflict within the work ace and across sectors, and further develop skills in leading sustainable change.</p> <p>Through exploring the literature, the experiences of others and their own role and leadership development, students will critically review, consolidate and extend the leadership attributes necessary for the courageous leadership required to aid in transforming health and social care services.</p> <p>As a result, the module will support students to extend and enhance a number of characteristics which contribute to the UWS Graduate Attributes of 'UNIVERSAL'- critical thinking, analytical, emotionally intelligent, culturally aware and collaborative 'WORK- READY'- influential, motivated, potential leader and ambitious; and 'SUCCESSFUL' - autonomous, resilient, driven, daring and transformational.</p> <p>The learning from this module will allow students to demonstrate the following Mastersness Skills - Abstraction, Autonomy, Complexity and Professionalism.</p> <p>See: https://www.qaa.ac.uk/scotland/development-projects/learning-from-international-practice/taught-postgraduate-student-experience</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
		✓			

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2		Term 3	✓

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Critically examine the constructs and contexts of leadership for people-centred integrated care.
L2	Explore leadership opportunities and challenges associated with transforming health and social care services contextualising into their own field of practice
L3	Examine the contemporary discourse related to leadership models and styles
L4	Demonstrate a critical understanding of the role leadership plays in managing change and transformation within integrated care
L5	Through portfolio development, critically review, consolidate and extend their own leadership attributes necessary for transforming services to deliver people-centred integrated care.

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

	<p>Raising critical awareness of courageous leadership for people centred integrated care.</p> <p>Comprehensive understanding of the leadership opportunities and challenges associated with transforming health and social care services</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Contextualising the constructs and concepts of leadership and transformation to a variety of settings, involving a range of stakeholders.</p> <p>Synthesis of the key concepts that underpin leadership and transformative people-centred integrated care recognising the principles of team working.</p> <p>Developing and building on existing resilience skills and managing conflict skills to promote team working.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Critically reflecting, reviewing and extending knowledge of principles of courageous, compassionate and transformative leadership of health and social care services.</p> <p>Making use of a variety of evidence-based resources that will assist in decision making in the workplace.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Utilising a variety of techniques to promote discourse in relation to the communication skills required to facilitate courageous, compassionate and transformative leadership of health and care services.</p> <p>Developing further library, e-library and online searching and retrieval skills</p> <p>Utilising a range of software for example word processing and spreadsheet usage skills</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Critically reflecting on own leadership qualities and their impact on teamwork and transforming health and care services through cross sectoral and interprofessional learning.</p> <p>Working effectively in teams with others to provide transformative and compassionate people-centred integrated care.</p> <p>Critically reflecting on, identifying and addressing their own learning needs and the needs of others within their workplace</p>

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	
<p>This module is delivered as fully distance learning via a Virtual Learning Environment (VLE). Students will take part in a range of on-line student-centred activities with the lecturer and student peers, via the VLE. They will have access to direct synchronous individual and tutorial support from their tutors and directed learning via the VLE system. This will be aided by asynchronous online discussion; virtual learning activities; tutorials; directed wider reading, including access to electronic library, e-books and links to external documents, government reports, international and national research, policies and protocols.</p> <p>Participants will be encouraged to take control of their own learning and become self-motivated learners. This approach recognises the wealth of knowledge and richness of experience students may already have at their disposal. They will be expected to work through the module materials independently. This will assist in enhancing their collaboration, communication, presentation, problem-solving and critical reflection skills.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	48
Tutorial/Synchronous Support Activity	6
Personal Development Plan	6
Independent Study	140
	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:

Amelung, V. Stein, V., Goodwin, N., Balicer, R., Nolte, E. and Suter, E. (2017) Handbook Integrated Care. Springer: London.

Goleman, D., Boyatzis, R. and McKee, A. (2002) The New Leaders. Transforming the art of leadership into the science of results. London, Little, Brown

Griffin, R. W (2016) The Fundamentals of Management (8th edition), Boston MA, Cengage Learning.

Jones, B., Horton, T. and Warburton, W. (2019) The improvement journey: Why organisation- wide improvement in health care matters, and how to get started. London, The Health Foundation. Available at:
<https://www.health.org.uk/publications/reports/the-improvement-journey>

Kotter, J. P. (2001). What Leaders Really Do. Harvard Business Review, 79, pp.85-98

Kings Fund (2023) Compassionate and Inclusive Leadership. Available at:
<https://www.kingsfund.org.uk/topics/organisational-culture/compassionate-inclusive>
(Accessed 23/02/23)

Miller, R., Brown, H. and Managhan, C. (2016) Integrated Care in Action. A practical guide for health, social care and housing support. London, Jessica Kingsley Publishers.

National Skills Academy (2014) The Leadership Qualities Framework for Adult Social Care. Leeds: Skills for Care Ltd.

Northouse, P, G (2018) Leadership, Theory and Practice (8th Edition), Thousand Oaks Ca., Sage.

Woodman, R. W., Sawyer, J. E. and Griffin, R. W. (1993) Toward a Theory of Organisational Creativity. Academy of Management Review. Vol 18. No 2

Information provided on the websites of the following organisations may also prove useful: Health Foundation: <https://www.health.org.uk/>

Kings Fund: Clinical leadership: Our work on the role of clinicians leading change in their organisations – Available at: <https://www.kingsfund.org.uk/topics/clinical-leadership>

Scottish Social Services Council Step into Leadership. Available at:
<http://www.stepintoleadership.info/>

TED Talks Video playlists about Leadership: Available at:
<https://www.ted.com/topics/leadership>

(**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 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.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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, Midwifery and Health
Assessment Results (Pass/Fail)	
School Assessment Board	MHMH Level 9-11
Moderator	Bryan Mitchell
External Examiner	L Macaden
Accreditation Details	n/a
Changes/Version Number	1.09

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Written Assignment 100% - Reflective portfolio related to module learning outcomes, leadership skills and their role in transforming services.

(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.)

Assessment Outcome Grids

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work	✓	✓	✓	✓	✓	100	0
Combined Total for All Components						100%	0 hours