Module Descriptor

Title	Leading and Transforming Together		
Session	2026/27	**Status**	Published
Code	NURS11144	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Helen Rainey		

Summary of Module

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 care and support through an integration lens, recognising the principles of team work.

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 care and support from a global, cross sectoral and inter professional perspective.

During this module students will focus on building their resilience, managing conflict within the workplace and across sectors, and further develop skills in leading sustainable change. 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.

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.

The learning from this module will allow students to demonstrate the following Mastersness Skills - Abstraction, Autonomy, Complexity and Professionalism.

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 examine the constructs and contexts of leadership for people-centred care and support through an integration lens.
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 people-centred care and support through an integration lens.
L5	Through portfolio development, critically review, consolidate and extend their own leadership attributes necessary for transforming services to deliver people-centred care and support through an integration lens.

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** Raising critical awareness of courageous leadership for people centred care and support through an integration lens Comprehensive understanding of the leadership opportunities and challenges associated with transforming health and social care services.

[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

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

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. As an approved online module the delivery will equally focus on active and interactive learning, delivered asynchronously and supported by synchronous activities via the Virtual Learning Environment (VLE). Participants are 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 will already have at their disposal. Students will be expected to work through the module materials via the VLE, independently. This will assist in enhancing skills of collaboration, communication, presentation, problem-solving and critical reflection of themselves.

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)
Tutorial / Synchronous Support Activity	6
Personal Development Plan	6
Asynchronous Class Activity	48
Independent Study	140
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 essential core reading materials for this module. The following reading list is recommended to support the content of this module and its 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 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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, if you are studying F/T, there is an on-campus expectation. You are expected to attend these campus sessions each week to keep up with the module page and learning material. If you are studying P/T, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with online learning activities in your own time, course-related learning resources, engaging with scheduled live sessions online, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.

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. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

Every student should be able to experience the full range of the university's activities. If you have a disability, a long-standing medical condition or a specific learning difficulty such as dyslexia, the Disability Service can help you make the most of your time at UWS.

(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	Bryan Mitchell
External Examiner	G Truscott
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of written work (100% of overall module mark).
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**
Portfolio of written work	☒	☒	☒	☒	☒	100	0

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

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**
Some minor changes to the language used with the module overview, learning outcomes and employability PDP sections to make module more inclusive.	06-02-25	H. Rainey
No changes	22-01-26	Helen Rainey