Module Descriptor

Title	NMC Leadership For Effectiveness		
Session	2024/25	**Status**	
Code	NURS11149	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	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.

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)	**Please select SCQF Level** 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	**Please select SCQF Level** 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	**Please select SCQF Level** 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	**Please select SCQF Level** 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	**Please select SCQF Level** 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.

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

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., 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)

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.

For the purposes of this module, academic engagement equates to the following:

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.

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.
(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	ANCH
Moderator	Jan Meechie
External Examiner	Moyra Journeaux
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.08

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. This will be a 600 word discussion forum based on PACE matrix.
Assessment 2
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 50% for each component to comply with NMC Framework, with a total overall assessments mark of 50% as per the regulations.
Assessment 3
Part B of the summative assessment is a 3,250 word 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 50% for each component to comply with NMC Framework with a total overall assessment mark of 50% as per the regulation.
(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
Discussion forums 2 x 600 words	☒	☒	☒	☐	☐	50	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Report of practical/ field/ clinical work	☒	☒	☒	☐	☐	50	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