Module Descriptor

Title	Intro to Leading in Health/Social Care		
Session	2025/26	Status	Published
Code	HLTH 09007	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	**Health and Life Sciences**		
Module Co-ordinator	Elaine Gifford		

Summary of Module

This module encourages critical appraisal of leadership concepts and skills that promote collaborative working within health and social care services.

Traditional and contemporary theories of leadership will be explored with consideration given to the importance of effective leadership when developing and leading teams, motivating individuals and developing problem-solving skills.

The contribution of effective leadership qualities, which include self-awareness, compassion and resilience, are considered in order to build and sustain a positive collaborative organisational culture.

This module will contribute to the development of the following I am UWS graduate attributes:

UNIVERSAL: Inquiring, critical thinker, analytical, culturally aware, culturally aware, collaborative, socially responsible, research-minded

WORK-READY: Knowledgeable, problem solver, digitally literate, effective communicator, motivated, potential leader, enterprising.

SUCCESSFUL: Autonomous, incisive, innovative, creative, imaginative

Module Delivery Method	On-Campus[1]	Hybrid[2]	Online[3]	Work -Based Learning[4]
	☒	☐	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☒ Paisley	☐ Online / Distance Learning ☒ Other (specify) New College Lanarkshire

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	Demonstrate a critical understanding of a range of theoretical approaches to leadership and evaluate their application in practice.
L2	Critically analyse the application of approaches to developing and leading teams and motivating individuals.
L3	Explore personal leadership qualities required to build and sustain a positive collaborative organisational culture.
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 9 A range of theories, principles and strategies that promote the understanding of leadership.
Practice: Applied Knowledge and Understanding	SCQF 9 Students will explore the use of a range of leadership skills and techniques that can contribute to a positive collaborative organisational culture.
Generic Cognitive skills	SCQF 9 Students will be encouraged to critically identify and utilise information from a wide range of sources.
Communication, ICT and Numeracy Skills	SCQF 9 Communicate verbally and in writing within asynchronous group discussion and class discussion. Prepare and deliver a presentation using ICT skills.
Autonomy, Accountability and Working with Others	SCQF 9 Work in ways which are critically self-reflective and evidence-based.

Prerequisites	Module Code	Module Title

Co-requisites	Other	
	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 will be delivered using a hybrid approach through participation in synchronous and asynchronous activities. Weekly timetabled sessions will consist of a variety of teaching approaches including: on-campus workshops, groupwork, networking and support as well as e-learning activities via the module Virtual Learning Environment.	
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	18
Personal Development Plan	6
Asynchronous Class Activity	36
Independent Study	128
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 a list of optional texts to support the content of this module and its learning outcomes: Barr J. & Dowding L. (2019) Leadership In Health Care. 4th edn. London: Sage Publications Gopee N. & Galloway J. (2017) Leadership and Management in Healthcare. 3rd edn: London, Sage Publications, Gray I., Field R. and Brown K. (2020) Effective leadership, management and supervision in health and social care. 3rd edn. London: Sage Publications Hafford-Letchfield T. and Gallop L. (2012) How to become a better manager in social work and social care: Essential skills for managing Care. London: Jessica Kingsley Publishers. Jones L. and Bennett C.L. (2012) Leadership in Health and Social Care: an introduction for emerging leaders. Banbury: Lantern Publishing Owen, J. (2020) The Leadership Skills Handbook 100 essential skills you need to be a leader 5th edn. London Kogan Page Pears, R. & Shields, G. (2022) Cite them Right. The Essential Referencing Guide. 12th edn. London: MacMillan International

(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:** You are expected to attend all timetabled sessions. We understand that due to illness or unforeseen circumstances you may miss the occasional session and you should inform the lecturer taking the session. If your attendance falls below 80% and you have not contacted us we will contact you to invite you to meet and discuss any support required and agree an action plan to support catching up material you have missed. All students are expected to engage with material on the module Virtual Learning Environment such as pre and post class support material, formative assessment and summative assessment.

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.
(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	Biological Sciences 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	Health
Moderator	TBC
External Examiner	R Sanni-Adeniyi
Accreditation Details	

Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation
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**
Presentation	☒	☒	☒	☐	☐	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
Indicative resources updated, disability statement updated to reflect 2025-26 statement	05-02-2025	E. Gifford