



Module Descriptor

Title	Quality and Leadership		
Session	2024/25	Status	
Code	NURS09222	SCQF Level	9
Credit Points	40	ECTS (European Credit Transfer Scheme)	20
School	Health and Life Sciences		
Module Co-ordinator	E. Gifford		
Summary of Module			
<p>This is a 40 credit module that is delivered across terms 1 and 2. This module recognises the synergy between leadership, quality improvement and managing change. The module encourages critical appraisal of leadership concepts and skills together with exploring strategies, mechanisms and processes that together with leadership promote continuous quality improvement within health and social care services.</p> <p>Theories of leadership will be explored with consideration given to the importance of effective leadership when developing and leading teams, motivating individuals, developing problemsolving skills and leading change for quality improvement within organisations. The contribution of effective leadership qualities are considered in order to build and sustain a positive organisational culture.</p> <p>Students will be equipped with the knowledge to contribute effectively to the continuous quality improvement of services. This will be done by exploring a range of strategies, mechanisms and tools that support quality improvement within the health and social care sector.</p> <p>This module will also explore the management of change and change strategies in relation to improving standards and sustaining excellence in practice recognising the key role that leadership and quality improvement play when influencing change.</p> <p>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</p> <p>WORK-READY: Knowledgeable, problem solver, digitally literate, effective communicator, motivated, potential leader, enterprising.</p> <p>SUCCESSFUL: Autonomous, incisive, innovative, creative, imaginative</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input checked="" type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	<input type="checkbox"/>

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, motivating individuals and leading change within organisations.
L3	Critically evaluate quality improvement mechanisms and tools used to meet the needs of individuals / organisations.
L4	Critically explore the change management processes required to bring about a change in practice.
L5	NA

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, quality improvement and change management.
Practice: Applied Knowledge and Understanding	SCQF 9 Students will explore to use a range of leadership skills and techniques that can contribute to continuous quality improvement and change management within organisations.

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

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 Aware of one's responsibility to promote quality improvement and to effectively lead and manage the implementation of change. Work in ways which are critically self-reflective and evidence-based.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)</p> <p>Asynchronous activities will be provided and designed as activities to support on campus learning events. These should be associated with learning event preparation or post learning event consolidation. Such activities will not be included within module contact time.</p> <p>A 20-credit module constitutes 200 hours of total learning and assessment time for the student, or c.13 hours per week over a 15-week term.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Asynchronous Class Activity	150
Personal Development Plan	12
Tutorial / Synchronous Support Activity	48
Independent Study	166
Please select	
TOTAL	400

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the 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, Brown K. (2020) Effective leadership, management and supervision in health and social care. 3rd edn) London. Sage Publications

Healthcare Quality Improvement Partnership (2017) Social Care Audit guidance. Available online: <https://www.hqip.org.uk/resource/social-care-audit-guidance/#.XljuBX309S8>

Hafford-Letchfield T, 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

McSherry, R. and Warr J. (2008) An Introduction to Excellence in Practice Development and Health Care. Berkshire: Open University Press

Pears, R & Shields, G. (2022) Cite them Right. The Essential Referencing Guide. London, MacMillan International

Stirk S and Sanderson H (2012) Creating Person-Centred Organizations. Strategies, and Tools for Managing Change in Health, Social Care and the voluntary sector. London Jessica Kingsley Publishers, London

(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 AULA sites 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.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 SAB - Level 9-11
Moderator	R. Macrae.
External Examiner	G. Truscott
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Summative Assessment: Presentation (leadership). (40% weighting)
Assessment 2
Summative Assessment: Online discussion forums (quality improvement mechanisms and tools) (20% weighting)
Assessment 3
Essay (change management). (40% weighting)
(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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Clinical/	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	

Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral							
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who