Module Descriptor

Title	Healthcare Practice: Leadership and Management		
Session	2026/27	**Status**	Published
Code	NURS09224	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Samantha Bannerman		

Summary of Module

This module focuses on the leadership and managements skills that are essential qualities of Nursing and Midwifery (NMC) registrants in the United Kingdom. The NMC Standards of proficiency for registered nurses will be the foundation of the module content with students having the opportunity to critically appraise and analyse models of multidisciplinary teamwork in the United Kingdom. Students will develop a critical understanding of the skills for building effective teams, this will be related to the demonstration of effective professional communication, problem solving and decision making skills.

The associated skills acquisition contributes to the development of UWS Graduate Attributes: Universal – critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, collaborative, research-minded and socially responsible; Work –Ready – knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful – autonomous, incisive, creative, resilient and daring.

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) TNE Bangladesh	

[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

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.
L2	Critically examine the range of quality improvement methodologies which are currently utilised within healthcare in the United Kingdom.
L3	Identify and analyse models of effective multi-disciplinary teamwork.
L4	Demonstrate personal development of skills in effective communication, problem solving and decision making.
L5	Critically reflect on personal leadership attributes to understand how these influence healthcare delivery in the United Kingdom.

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** Demonstrating a broad and integrated knowledge of the principles of leadership and management in healthcare. Demonstrating an integrated understanding of the principles of effective communication, problem solving and decision making.
Practice: Applied Knowledge and Understanding	**SCQF 9** Recognising the importance of Inter-professional, multi-agency and service user/carer working. Using a range of specialised or advanced skills in the areas of problem solving, delegation and decision making. Applying professional, legal and ethical sources of information to inform practice.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis, evaluation and synthesis of principles of professional practice, management, development of self and others. Demonstrating of the ability to undertake self-directed study drawing on a range of resources to assist understanding of evidence based practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Using a range of IT skills to support work. Developing of increasing autonomy and competence in relation to role play, complex scenarios and risk management.
Autonomy, Accountability and Working with Others	**SCQF 9** Taking responsibility and exercise accountability for aspects of own professional practice.

	Collaborating with colleagues, peers and other healthcare professionals in accordance with professional, legal and ethical standards.

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.

A blended approach to learning and teaching will be used in this module. Students will participate in asynchronous activities through the virtual learning environment as well as a wide range of classroom activities including lectures, tutorials and group activities to explore the key topics in depth.

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	11
Tutorial / Synchronous Support Activity	25
Personal Development Plan	12
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Ahmed, A.K., Atta, M.H.R., El-Monshed, A.H. and Mohamed, A.I. (2024) 'The effect of toxic leadership on workplace deviance: the mediating effect of emotional exhaustion, and the moderating effect of organizational cynicism', BMC Nursing, 23(1), p.669. https://doi.org/10.1186/s12912-024-02308-x

Lord, H., Loveday, C., Moxham, L. and Fernandez, R. (2021) 'Effective communication is key to intensive care nurses' willingness to provide nursing care amidst the COVID-19 pandemic', Intensive and Critical Care Nursing, 62, p.102946. https://doi.org/10.1016/j.iccn.2020.102946

Nursing and Midwifery Council (2018) The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates. Available at: https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf (Accessed: 1 January 2025).

Robertson, S., Ryan, T. and Talpur, A. (2024) 'Factors influencing early career nurses to adopt leadership roles: a literature review', Nursing Management, 31(5).10.7748/nm.2023.e2105

Stanley, D., Bennett, C.L. and James, A.H. (2022) Clinical leadership in nursing and healthcare. London John Wiley & Sons. Available at: https://uws-primo.hosted.exlibrisgroup.com/permalink/f/1a10t95/44PAI_ALMA5178138760003931

(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:

Students are expected to attend all timetabled classes and scheduled meetings with academic staff. International students must comply with UK Home Office Visa and Immigration (UKVI) requirements for on-campus activities.

Attendance at every class or meeting is recorded and forms part of the student's attendance monitoring record. Failure to meet the attendance requirements as outlined by UKVI may affect the status of a student's visa. A lack of engagement could lead to the loss of visa sponsorship.

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.

This module is appropriate for all students. 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. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate.

All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students.

(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	Community and Health
Moderator	Anne Marie Craig
External Examiner	N Blythe
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Computer Based Test (1.5hr)
Assessment 2
Essay
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**
Class test (written)	☒	☒	☒	☒	☐	80	1.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☐	☐	☐	☒	20	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1.5 hours

Change Control

What	When	Who
EDI statement; Attendance requirements; module hours; reading list; assessment strategy; campus delivery	February 2025	L Ingram