Module Descriptor

Title	Leadership In Healthcare		
Session	2026/27	**Status**	Published
Code	NURS09232	**SCQF Level**	9
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Health and Life Sciences**		
Module Co-ordinator	Lynne Gordon		

Summary of Module

This leadership module commits the student to working in partnership with a range of communities of practice that meet the needs of the local, national and international populations. Using a student centered approach to learning, the student will develop a theoretical underpinning of leadership and apply this to contemporary nursing practice. Being adept in recognising leadership theories will assist students to become better leaders which will enhance inter-professional working.

This module will also explore the nature of leadership inclusive of autonomous practice, self-awareness, emotional intelligence, delegation, managing conflict and the leadership and development of others. Consideration will also be be given to preparing students with fundamental knowledge and skills required to develop clinical leadership that will contribute to developing future health services. The application of these skills will develop students' confidence in communicating for influence and accountability to deliver positive outcomes. The aim of this module is to prepare the student to become a safe, competent and evidence-based practitioner at the point of registration.

Leadership in nursing will be explored along with development of the nurse as a professional.

Students will develop skills in supervision of others including more junior students in preparation for their role as Practice Supervisors on registration.

Policies (Local to National) related to Leadership will be examined including the differences between management and leadership and current theories of leadership and transformational practice.

Students will explore strategies for change and quality improvement in preparation for their transition to registrants.

Programme threads of Learning Disability, Digital Health Technology and Compassion will inform module content. Specifically, Examine the principles and provisions of legislation to protect and improve the experiences for people with learning disabilities, including making reasonable adjustments; TEC Scotland systems work; understand self-compassion and appreciate the impact this can have on the care being delivered and self-compassion and compassionate care with fatigue and burnout and understand the impact of this on healthcare.

Specific Annexe A & B skills for this module are detailed in the programme skills schedule and preload is related to communication skills for assessing, planning, providing and managing best practice, evidence-based nursing care. Evidence-based, best practice communication

skills and approaches for providing therapeutic interventions and approaches for working with people in professional teams

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	Apply knowledge of effective health leadership and its impact at local, national and international levels.
L2	Critically appraise approaches to lead person-centered health and social care for adults who have a variety of healthcare needs.
L3	Critically analyse the support and supervision of others delivering care.
L4	Demonstrate the ability to work autonomously and lead a care team.
L5	Demonstrate evidence of achievement of the required standards of proficiency associated with your professional discipline.

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** Developing a broad knowledge and understanding of local, national and international leadership strategies/theories. Demonstrate an awareness of their own leadership style and an understanding of how they influence delivery of healthcare.

[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

	Critically appraise leadership in nursing within the boundaries of the module, including: leadership skills, decision-making, delegation and prioritisation of care.
Practice: Applied Knowledge and Understanding	**SCQF 9** Apply knowledge from a variety of sources to explore the complexities of leadership within a healthcare environment. Application of relevant theories to the supervision, education and development of junior staff, carers and other stakeholders in health and social care. Critically review by application of: clinical simulated scenarios, inclusive of patient, family and carer perspectives. Working towards completion of the NMC (2018) Standards for Pre-registration Nurse Education.
Generic Cognitive skills	**SCQF 9** Use appropriate search strategies to review literature that explores the impact of leadership in the delivery of healthcare. Undertake critical analysis, evaluation and synthesis of principles of professional practice, leadership, development of self and others. Uses a range of resources to reflect on the complexities of leadership and evaluate responses to make safe informed, evidence based care management decisions.
Communication, ICT and Numeracy Skills	**SCQF 9** Demonstrate safe and effective professional communication with an inter-professional and multidisciplinary teams. Demonstrate a range of methods to communicate health related concepts effectively to people, their families, and carers. Development of increasing autonomy and competence in relation to engaging in difficult conversations, including breaking bad news and support people who are feeling emotionally or physically vulnerable or in distress. Use a range of digital resources to enhance learning.
Autonomy, Accountability and Working with Others	**SCQF 9** Demonstrate the ability to work within professional, legal and ethical frameworks underpinning nursing practice. Critically appraisal of own and others' roles and responsibilities when carrying out and evaluating tasks. Take the lead and responsibility for aspects of own practice and exercise autonomy of current professional practice.

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.

The learning and teaching strategies applied to this module contribute towards the development of UWS graduate attributes as outlined in "I am UWS" See link: https://www.uws.ac.uk/current-students/your-graduate-attributes/ Specifically, critical thinker, ethically minded, collaboration, effective communicator, potential leader, autonomous, resilient and transformational. Module hours exceed the norm because of the practice learning element.

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	25
Laboratory / Practical Demonstration / Workshop	25
Work-based Learning	560
Personal Development Plan	13
Asynchronous Class Activity	25
Independent Study	50
TOTAL	710

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 ed. SAGE, London https://uk.sagepub.com/en-gb/eur/leadership-in-health-care/book261742#contents

Elcock. K, Wright. W, Newcombe. P, Everett. F (2019) Essentials of Nursing Adults. SAGE, London https://uk.sagepub.com/en-gb/eur/essentials-of-nursing-adults/book252097 [Core text]

Green,J; Tones,K; Cross,R;and Woodall, J. (2015) Health Promotion. Planning and Strategies (3rd ed) London: Sage

McSherry, W., McSherry, R, and Watson, R.(eds) (2012) Care in Nursing. Principles, Values and Skills. Oxford: Oxford University Press.

Northouse, P.G. (2015) Leadership, Theory and Practice. London: Sage

Stanley, D (2017) Clinical Leadership in Nursing and Healthcare : Values into Action. Wiley Blackwell. Chichester. (2nd ed)

(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:

100% attendance is expected in this module. If your attendance falls below 80%, you will be contacted, in adherence to the 24/25 UWS Student Attendance and Engagement Procedure, and may be asked to agree a re-engagement support plan.

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 100% attendance in Practice Placement areas is required by the end of the programme to meet NMC requirements.

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. Professional programmes have Standards of Proficiency which detail the knowledge, skills and understanding required to be met to permit professional registration to be able to practise safely and effectively in the profession. As an education provider for this professional programme, UWS is not able to adjust these standards. However, we can make reasonable adjustments to assist students in meeting these standards.
(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	Pre-registration Adult Nursing
Moderator	Samantha Bannerman
External Examiner	L Hollowood

Accreditation Details	NMC
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment Component 1 - ePortfolio exploring professional development in line with NMC revalidation requirements. (100% weighting)
Assessment 2
Assessment Component 2 – Placement - This component has a pass/fail mark (0% weighting)
Assessment 3
Assessment Component 3 - NMC Practice Hours evidenced/achieved in line with NMC standards.
(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 practical work	☒	☒	☒	☐	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☐	☒	☒	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☒	0	0
					Combined total for all components	100%	0 hours

Change Control

What	When	Who