Module Descriptor

Title	Leading Quality Care		
Session	2026/27	**Status**	Published
Code	NURS09264	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Kevin Duffy		

Summary of Module

The Nursing and Midwifery Council (2024) guide that registered nurses should be able to provide leadership by: acting as a role model for best practice in the delivery of nursing care; being responsible for managing nursing care, showing accountability for the appropriate delegation and supervision of care provided by others in the team including lay carers. Registered nurses therefore play an active and equal role in the interdisciplinary team, collaborating and communicating effectively with a range of colleagues.

This shared module therefore assists students to develop an understanding of leadership and teamworking theories, including their application to care delivery. Students will critically appraise the principles of personal leadership, effective leadership, management and culture. This module will enhance students' knowledge and understanding of the organisational, prioritisation and delegation skills essential to nursing practice, learning skills to deliver high quality care across various health and social care settings. The module cultivates leadership skills and clarifies the relationship between leadership and quality care, including discussion of patient safety, safe staffing (and associated legislation), and contemporary clinical governance frameworks embedded into clinical practice.

In addition, students will develop an awareness of how quality improvement methodologies, audit, and research interact to influence healthcare practice whilst acknowledging the role of sustainability and environmental factors in influencing decision making. Discussion on human factors, environmental factors and strengths-based approaches will be central to the module.

Formative opportunities will be provided during this module in a variety of mechanisms which may include: feedback on classroom-based activities from academics and/or peers, feedback on performance of nursing skills and procedures, feedback on assessment plans or short pieces of formative work and feedback from wider university support services (e.g. Academic skills team).

Educate students to demonstrate a critical understanding of a range of leadership theories and principles relevant to contemporary nursing practice. In addition, critically appraise a range of quality improvement methods and their influence on care, which is safe, clinically effective, and person-centred. Analyse evidence-based approaches to ensuring ongoing quality governance in practice. Develop a personal leadership strategy for supporting an improvement of culture in practice. This module contributes to the UN Sustainable Development Goals (SDGs) (2023) SDG 3 Good Health and Wellbeing, SDG - 4 Quality Education, and SDG-16 Peace, Justice and Strong Institutions, whilst also aligning to the graduate attributes of UWS; universal, work-ready and successful.

United Nations (2023) Sustainable Development: The 17 Goals. Available from: https://sdgs.un.org/goals

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	Demonstrate critical understanding of a range of leadership theories and principles relevant to contemporary nursing practice.
L2	Critically appraise a range of quality improvement methods and their influence on care, which is safe, clinically effective and person-centred.
L3	Analyse evidence-based approaches to ensuring ongoing quality governance in practice.
L4	Develop a personal leadership strategy for supporting an improvement of culture in practice.
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** Developing an understanding of the scope and defining features of leadership and quality improvement.

[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

	Developing critical understanding of a range of the principles, principal theories, concepts and terminology associated with leadership and quality improvement.
Practice: Applied Knowledge and Understanding	**SCQF 9** Reflect on the range of principal professional skills, techniques, practices and/or materials associated with leadership and quality improvement.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues relating to leading quality care. Identify and analyse routine professional problems and issues relating to leading quality care.
Communication, ICT and Numeracy Skills	**SCQF 9** Use a range of ICT applications to support and enhance work. Interpret, use and evaluate numerical and graphical data.
Autonomy, Accountability and Working with Others	**SCQF 9** Practise in ways that show awareness of own and others' roles and responsibilities.

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. You will be taught through a combination of lectures, tutorials, workshops and, if part of this module, guided activity in our clinical skills laboratories. This will be supported by materials hosted on our virtual learning environment. Your time on campus is also designed to support your professional development as you work towards becoming a Registered Nurse. Group work, role play, and presentations help you to develop the communication, teamworking and leadership skills needed for professional practice.	
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	24
Personal Development Plan	3
Independent Study	161
n/a	

n/a	
TOTAL	200

Indicative Resources

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

Clancy, T.R., & McConnell, S.A. (2022). Nursing leadership and management: Theories and practice. 2nd ed. Springer.

Healthcare Improvement Scotland (n.d.). Home page. Available at: https://www.healthcareimprovementscotland.org [Accessed 14 January 2025].

Henry, H. (2020). Be a Leader in Nursing: A Practical Guide for Nursing Students. 1st ed. SAGE

NHS Leadership Academy (n.d.). Home page. Available at: https://www.leadershipacademy.nhs.uk [Accessed 14 January 2025].

Vance, C., & Durrant, M. (2023). Leadership for nurses: A practical approach. 3rd ed. Sage Publications.

(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:

The Nursing and Midwifery Council require that students complete 2300 hours of theoretical preparation. Therefore, there is an expectation that all students attend all scheduled activities associated with the module. This includes on campus and synchronous online activities.

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. The Nursing and Midwifery Council (2019) have additional information regarding reasonable adjustments which can be found here: https://www.nmc.org.uk/supporting-information-on-standards-for-student-supervision-and-assessment/student-empowerment/what-to-expect/reasonable-adjustments-if-applicable/
(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	☐ **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	MHMH L9-11
Moderator	Samantha Bannerman
External Examiner	H Thomas
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral presentation: Students will present on a topic of their choice from the Leading Quality Care module, demonstrating an understanding of the principles of Leadership skills as a newly qualified nurse, inclusive of leadership theories, quality improvement, culture and evidence based safe, clinically effective and person-centred approaches.
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	0.5

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%	0.5 hours

Change Control

What	When	Who