Module Descriptor

Title	Leadership in Health and Social Care New		
Session	2026/27	**Status**	Published
Code	HLTH10004	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Stephen Holmes		

Summary of Module

The delivery of successful health and social care services relies on effective leadership. This module is designed for all health and social care professionals who would like to learn more about leadership in health and social care.

The module considers various leadership styles and theories including transactional & transformational leadership. As much of health and social care is delivered by means of multi-disciplinary teamwork, the various types of groups are considered, the characteristics of an effective team, the dynamics of groups and teams, team cohesion and how decision making is achieved within teams.

The module will help students develop the necessary knowledge and analytical skills, as well as providing an overview of the organisational, legal and policy contexts within which we operate, focusing on the challenges and opportunities faced in this sector. Throughout the module students apply learning to real-life examples, developing evidence-based strategies for good outcomes for service users.

Professional issues and the professionalisation of the health and social disciplines are considered, as well as the concepts of responsibility, accountability and autonomy. Given the different educational preparations and professional expectations, communication patterns between the disciplines and methods for enhancing communication are analysed.

The concept of holistic care and its delivery are considered with particular attention being given to professional ethics including ethical principles such as respect for persons, beneficence and non-malfeasance, and justice.

This module is suitable for students from anywhere in the world as it allows the application of theory to practice regardless of geography or practice setting. This enhances the global citizenship of students by providing a critical understanding of leadership in health and social care settings across the world.

This module contributes to students developing the following graduate attributes critical thinking, analytical, inquiring, knowledgeable, digitally literate, problem-solving, autonomous, collaborative and effective communication and for them to become a potential leader.

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) 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	Critically appraise theories of leadership and the core values and principles underpinning good leadership.
L2	Demonstrate a critical understanding of theories of teams and team working in health and social care.
L3	Critically discuss the professional and moral issues that may arise from working in multi-disciplinary teams.
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 10** Knowledge and understanding of the main theories of leadership in health and social care. Critical understanding of these theories to teamwork and change management. Understanding of other disciplines and their role in the provision of high quality health and social care.

[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

Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding of a wide range of the principle professional skills, techniques and practices relating to leadership in health and social care.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex/professional problems and issues related to leadership in health and social care.
Communication, ICT and Numeracy Skills	**SCQF 10** Use a wide range of routine skills and some advanced skills related to leadership in health and social care.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiative in relation to leadership in health and social care.

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. Hybrid learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Hybrid learning students have access to direct individual and tutorial support from their tutors and will be directed to wider reading, including access to electronic library and books. Students who are learning fully online and are supported by the VLE will receive: Core quality assured module resources; individual and group tutorial support and directed learning via the VLE system. This will be aided by synchronous online classroom sessions, asynchronous discussion boards; directed wider reading including access to electronic library and e-books.	
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	24
Tutorial / Synchronous Support Activity	12
Personal Development Plan	6
Independent Study	158
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Barr J & Dowding L. (2016) Leadership In Health Care (3rd edition)London, Sage Publications.

Barnard, A., Calabria, V., & Griffiths, L. (2023). Key themes in health and social care : a companion to learning. Abingdon, Oxon ;New York, NY: Routledge.

Dickson, G., Tholl, B. (Eds) (2020) Bringing Leadership to Life in Health: LEADS in a Caring Environment. Springer, Cham.

Gopee N & Galloway J. (2017) Leadership and Management in Healthcare 3rd Edition. London, Sage Publications.

Gray I, Field R, Brown K. (2010) Effective leadership, management and supervision in health and social care. Learning Matters Ltd. Exeter.

Henwood, S. (Ed)(2014) Practical Leadership in nursing and healthcare. A multi-professional approach. CRC press, London.

Northouse, P. G. (2022) Leadership: Theory and Practice. Sage Publications. London.

Wheeler, N (2014) Leading and Managing in Health & Social Care. Createspace, Slough.

In addition to these texts students will be directed to a wide range of international, national and local information to support the module content and learning outcomes.

(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:

In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes.

We may reach out to check how things are going and offer support if we observe that your attendance and engagement is lower than expected that is in line with the school policy.

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	Carol Russell
External Examiner	G Bachi
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The written assessment will be an essay that takes account of issues that may arise in multi disciplinary health and social care. The assignment will be 3500 words (80% of total mark).
Assessment 2
Students will peer review drafts of their own and the work of other students using guided questions (20% of the total mark).
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**
Essay	☒	☒	☒	☐	☐	80	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☒	☒	☒	☐	☐	20	0

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