

**Session: 2022/23**

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<b>Title of Module: NMC Leadership in Health and Social Care</b>			
<b>Code: NURS10030</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Stephen Holmes		
<b>Summary of Module</b>			
<p>The module considers various leadership styles and theories including transactional &amp; transformational leadership. As much of health and social care is delivered by means of multi-disciplinary teamwork, various types of groups are considered, characteristics of an effective team, dynamics of groups and teams, team cohesion and how decision-making is achieved within teams.</p> <p>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.</p> <ul style="list-style-type: none"> <li>Professional issues and the professionalism 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.</li> <li>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-maleficence, and justice.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
		✓	✓		
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b></p>					

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**Campus(es) for Module Delivery**

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
					✓	

**Term(s) for Module Delivery**

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	
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**Learning Outcomes: (maximum of 5 statements)**

On successful completion of this module the student will be able to:

- 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.

**Employability Skills and Personal Development Planning (PDP) Skills**

<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10.            Knowledge and understanding of the main theories of leadership in health and social care.</p> <p>Critical understanding of these theories to teamwork and change management.</p> <p>Understanding of other disciplines and their role in the provision of high quality health and social care.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 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.</p>

Generic Cognitive skills	SCQF Level 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 Level 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 Level 10. Exercise autonomy and initiative in relation to leadership in health and social care.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>This module is delivered as a blended learning module as well as by full online learning utilising a Virtual Learning Environment (VLE).</p> <p>Blended learning students will participate in a range of classroom activities supported by the quality assured resources received by online students. Blended 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.</p> <p>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.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Independent Study	158
Tutorial/Synchronous Support Activity	4
Personal Development Plan	6
Asynchronous Class Activity	32
	200 Hours Total
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	

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

Dickson, G., Tholl, B. (Eds) (2020) Bringing Leadership to Life in Health: LEADS in a Caring Environment (2nd ed) Springer, Cham, Switzerland

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. (2013) 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)

### Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

Attendance at synchronous sessions (lectures, workshops, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### Supplemental Information

<b>Programme Board</b>	Biological Sciences and Health
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Health L7-11
<b>Moderator</b>	Carol Russell
<b>External Examiner</b>	G Bachi
<b>Accreditation Details</b>	NMC

<b>Version Number</b>	1.06
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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Each component of assessment must be passed at 40%. This is to comply with NMC Quality Assurance Framework for Nursing and Education (2013), updated 2017.
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). This component must be passed at 40%.
Students will peer review drafts of their own and the work of 2 other students using guided questions(20% of the total mark). This component must be passed at 40%.
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Essay	✓	✓	✓	80	0	
<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Review/ Article/ Critique/ Paper	✓	✓	✓	20	0	
<b>Combined Total For All Components</b>				100%	0 hours	

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):
<ol style="list-style-type: none"> <li>1. More than one assessment method can be used to assess individual learning outcomes.</li> <li>2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &amp;/or Professional requirements.</li> </ol>

<b>Equality and Diversity</b>
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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. Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)