



## Module Descriptor

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| <b>Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NMC Leadership in Health and Social Care |                                               |           |
| <b>Session</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2025/26                                  | <b>Status</b>                                 | Published |
| <b>Code</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NURS10030                                | <b>SCQF Level</b>                             | 10        |
| <b>Credit Points</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 20                                       | <b>ECTS (European Credit Transfer Scheme)</b> | 10        |
| <b>School</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 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> <p>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.</p> <p>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.</p> <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> <p>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.</p> <p>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.</p> |                                          |                                               |           |

|                                                   |                                                                   |                                                                  |                                                                                                                                   |                                                                                                            |                 |                          |
|---------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------|--------------------------|
| <b>Module Delivery Method</b>                     | <b>On-Campus<sup>1</sup></b><br><input type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input checked="" type="checkbox"/> | <b>Online<sup>3</sup></b><br><input checked="" type="checkbox"/>                                                                  | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/>                                        |                 |                          |
| <b>Campuses for Module Delivery</b>               | <input type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries |                                                                  | <input type="checkbox"/> Lanarkshire<br><input checked="" type="checkbox"/> London<br><input checked="" type="checkbox"/> Paisley | <input checked="" type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                 |                          |
| <b>Terms for Module Delivery</b>                  | Term 1                                                            | <input checked="" type="checkbox"/>                              | Term 2                                                                                                                            | <input type="checkbox"/>                                                                                   | Term 3          | <input type="checkbox"/> |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2                                                   | <input type="checkbox"/>                                         | Term 2 – Term 3                                                                                                                   | <input type="checkbox"/>                                                                                   | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes |                                                                                                               |
|-------------------|---------------------------------------------------------------------------------------------------------------|
| <b>L1</b>         | Critically appraise theories of leadership and the core values and principles underpinning good leadership.   |
| <b>L2</b>         | Demonstrate a critical understanding of theories of teams and team working in health and social care.         |
| <b>L3</b>         | Critically discuss the professional and moral issues that may arise from working in multi-disciplinary teams. |
| <b>L4</b>         |                                                                                                               |
| <b>L5</b>         |                                                                                                               |

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|                                                         |                                                                                                                                                                            |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | 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. |
| <b>Generic Cognitive skills</b>                         | <b>SCQF 10</b><br>Critically identify, define, conceptualise and analyse complex/professional problems and issues related to leadership in health and social care          |
| <b>Communication, ICT and Numeracy Skills</b>           | <b>SCQF 10</b><br>Use a wide range of routine skills and some advanced skills related to leadership in health and social care.                                             |
| <b>Autonomy, Accountability and Working with Others</b> | <b>SCQF 10</b><br>Exercise autonomy and initiative in relation to leadership in health and social care.                                                                    |

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|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <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> |                                                                                                                                 |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Student Learning Hours</b><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Independent Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 158                                                                                                                             |
| Tutorial / Synchronous Support Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4                                                                                                                               |
| Personal Development Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 6                                                                                                                               |
| Asynchronous Class Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 32                                                                                                                              |
| n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                 |
| n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                 |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>200</b>                                                                                                                      |

### 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

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)**

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

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

### 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

|                                         |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Divisional Programme Board</b>       | <b>Biological Sciences Health</b>                                                                                                                                                                                                                                                               |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded                                                                                                                                                                                                                 |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | Health                                                                                                                                                                                                                                                                                          |
| <b>Moderator</b>                        | Carol Russell                                                                                                                                                                                                                                                                                   |
| <b>External Examiner</b>                | G Bachi                                                                                                                                                                                                                                                                                         |
| <b>Accreditation Details</b>            | NMC                                                                                                                                                                                                                                                                                             |
| <b>Module Appears in CPD catalogue</b>  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                                                                                                                                                                                                             |
| <b>Changes / Version Number</b>         | 1.06                                                                                                                                                                                                                                                                                            |

|                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>                                                                                                                                                                                                                                                                                                              |
| <b>Assessment 1</b>                                                                                                                                                                                                                                                                                                                                                            |
| 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%.                                                                                                                                                  |
| <b>Assessment 2</b>                                                                                                                                                                                                                                                                                                                                                            |
| 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%.                                                                                                                                                                                                            |
| <b>Assessment 3</b>                                                                                                                                                                                                                                                                                                                                                            |
| <p>(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.</p> <p>(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.)</p> |

|                        |                                     |                                     |                                     |                          |                          |                                            |                                 |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Component 1</b>     |                                     |                                     |                                     |                          |                          |                                            |                                 |
| <b>Assessment Type</b> | <b>LO1</b>                          | <b>LO2</b>                          | <b>LO3</b>                          | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
| Essay                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 80                                         | 0                               |

|                                  |                                     |                                     |                                     |                          |                          |                                            |                                 |
|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Component 2</b>               |                                     |                                     |                                     |                          |                          |                                            |                                 |
| <b>Assessment Type</b>           | <b>LO1</b>                          | <b>LO2</b>                          | <b>LO3</b>                          | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
| Review/ Article/ Critique/ Paper | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 20                                         | 0                               |

| Component 3                       |                          |                          |                          |                          |                          |                                     |                          |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type                   | LO1                      | LO2                      | LO3                      | LO4                      | LO5                      | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                     |                          |
| Combined total for all components |                          |                          |                          |                          |                          | 100%                                | 0 hours                  |

#### Change Control

| What | When | Who |
|------|------|-----|
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |
|      |      |     |