

# NUR313 Leadership and transition to evidence-based professional practice

**School:** School of Health - Nursing

2027 | Trimester 2

UniSC Sunshine Coast  
UniSC Moreton Bay  
UniSC Caboolture  
UniSC Fraser Coast  
UniSC Gympie

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

\*Not offered until Trimester 2, 2027\*

This course enables you to critically examine the role of the nurse as a leader, advocate, and evidence-informed practitioner. Key themes include clinical leadership, health systems literacy, ethical decision-making, conflict resolution, and the promotion of Cultural Safety. You will explore strategies to lead change, support colleagues, and uphold nursing's social contract with the community.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online asynchronous learning and teaching materials.	1hr	Week 1	8 times
<b>Tutorial/Workshop 1</b> – On campus tutorial	3hrs	Week 1	8 times

### 1.3. Course Topics

- Introduction to Leadership in Nursing
- Leadership Theories and Models
- Self-Assessment and Leadership Development
- The Decision-Making Framework and Delegation
- Quality Improvement and Evidence-Based Practice
- Collaborative leadership (IPE) and Clinical Decision-Making
- Transition to Professional Nursing Practice
- Leading for equity, Cultural Safety and Inclusion in Healthcare

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Analyse leadership theories and their application to clinical and team-based contexts	Empowered	1.4, 2.6, 2.7, 3.1
2 Make culturally and clinically safe, person-centered, and evidence-based decisions related to delegation and scope of practice within the nursing team and wider healthcare team	Empowered	1.1, 1.6, 2.3, 2.5, 6.1, 6.2, 6.3, 6.4, 6.5
3 Critically appraise local and national quality improvement initiatives and their role in safe nursing care	Creative and critical thinker	1.2, 1.5, 3.1, 7.1, 7.2
4 Critically reflect on personal leadership style and identify areas for professional development	Creative and critical thinker	1.2, 3.1, 3.3, 7.3
5 Synthesize and justify academic, professional, and digital communication choices to produce ethical, scholarly, and professionally accountable communication appropriate to the role and responsibilities of a graduate nurse	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

\* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision-making, actions and evaluations
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3	The RN recognises that people are the experts in the experience of their life
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity

CODE	COMPETENCY
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.2	The RN practises within their scope of practice
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non- clinical roles
6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

### 5.1. Pre-requisites

NUR205 or NUR210

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUR302

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Early feedback will be provided during class activities

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	50%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Oral	Individual	50%	10 minutes	Week 8	Online Submission

#### All - Assessment Task 1: Practice Improvement Initiative

<b>GOAL:</b>	The aim of this task is for you to critically appraise the evidence for a practice improvement initiative and develop a clear implementation plan that demonstrates leadership, quality improvement, and commitment to safe, person-centred care.		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	<p>Working in pairs, you will identify a practice issue relevant to nursing care and design a practice improvement project. Your submission will include:</p> <ul style="list-style-type: none"> <li>• A review of relevant literature and evidence that justifies the focus of your project.</li> <li>• An implementation plan outlining strategies, stakeholders, and resources.</li> <li>• A rationale for the predicted impact on healthcare users and service providers.</li> </ul> <p>Your response should be presented as a written paper and be supported by appropriate academic referencing.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Critical review of literature and evidence	3 5
	2	Application of leadership and quality improvement principles	1 3
	3	Implementation plan and rationale for impact	2 3
	4	Integration of Cultural Safety and equity	2 3
	5	Applies principles and practices of academic writing and referencing	5
	6	Demonstrates ethical use of intellectual property	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

#### All - Assessment Task 2: Interactive Oral Presentation

<b>GOAL:</b>	The aim of this task is for you to communicate your practice improvement project clearly and persuasively in a verbal format that demonstrates leadership, advocacy, and evidence-informed decision-making.		
<b>PRODUCT:</b>	Oral		
<b>FORMAT:</b>	<p>Building on Task 1, you will present your project to your tutor in a recorded interactive oral discussion. You will:</p> <ul style="list-style-type: none"> <li>• Succinctly explain your practice improvement project and its evidence base.</li> <li>• Convey the importance of your project for patients, families, and healthcare services.</li> <li>• Demonstrate leadership by articulating how the project could influence practice change.</li> </ul> <p>Further details on the interactive oral discussion will be available in Canvas.</p>		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Clarity and conciseness of presentation	1 5
	2	Application of leadership and advocacy skills	1 2 4
	3	Integration of evidence and Cultural Safety	2 3
	4	Professional communication and reflective practice on feedback/leadership	5
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy		

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016				
All delivery modes	Oral	Interactive Oral Presentation	1.1	Assessed
			1.2	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			1.7	Assessed
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.5	Assessed
			2.6	Assessed
			2.7	Assessed
			2.8	Assessed
			2.9	Assessed
			3.1	Assessed
			3.2	Assessed
			3.3	Assessed
			3.4	Assessed
			3.5	Assessed
			3.6	Assessed
			3.7	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			5.1	Assessed
			5.2	Assessed
			5.3	Assessed
			5.4	Assessed
			5.5	Assessed
			6.1	Assessed
			6.2	Assessed
			6.3	Assessed
			6.4	Assessed
			6.5	Assessed
			7.1	Assessed
			7.2	Assessed
			7.3	Assessed
			1.1	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			1.7	Assessed
			2.1	Assessed
			2.2	Assessed
			2.3	Assessed
			2.5	Assessed
			2.6	Assessed
			2.7	Assessed
			2.8	Assessed
			2.9	Assessed
			3.1	Assessed
			3.2	Assessed
			3.3	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
	Written Piece	Practice Improvement Initiative	3.4	Assessed
			3.5	Assessed
			3.6	Assessed
			4.1	Assessed
			4.2	Assessed
			4.3	Assessed
			4.4	Assessed
			5.1	Assessed
			5.2	Assessed
			5.3	Assessed
			5.4	Assessed
			5.5	Assessed
			6.1	Assessed
			6.2	Assessed
			6.3	Assessed
			6.4	Assessed
			6.5	Assessed
			6.6	Assessed
			7.1	Assessed
			7.2	Assessed
			7.3	Assessed

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kim Manley, Valerie J. Wilson, Christine Oye	2021	International Practice Development in Health and Social Care	n/a	John Wiley & Sons
Required	Tammy Hoffmann, Sally Bennett, Christopher Del Mar	2023	Evidence-Based Practice Across the Health Professions	n/a	Elsevier

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)