

NUR313 Leadership and transition to evidence-based professional practice

School: School of Health - Nursing

2027 | 2027 January Session

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 unisc.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

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.

2027 January Session commences week 1*

Session 3 commences two weeks early*

*for start dates please refer to your nursing calendar

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials at start of teaching session.	1hr	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial; January 2027 session starts in week 1; session 3 starts in week 2 of normal teaching session.	3hrs	Refer to Format	9 times

1.3. Course Topics

- Leading Self – professional identity, judgement, accountability
- Leading Others – communication, delegation, advocacy, teamwork
- Leading Systems – quality improvement, evidence, safety, equity
- Leading the Transition – readiness for RN practice and influence

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 NUR213 or NUR287

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR302

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

Not applicable

5.5. Microcredential Information

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	Quiz/zes	Individual	0%	30 minutes	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	50%	2000 words	Week 4	Online Assignment Submission with plagiarism check
All	3	Oral	Individual	50%	10 minutes	Week 9	Online Submission

All - Assessment Task 1: Online quiz

GOAL:	The goal of this task is to provide early feedback on your understanding of key concepts introduced in week 1 and 2.		
PRODUCT:	Quiz/zes		
AUTHORSHIP STATEMENT:			
FORMAT:	You will complete an online quiz covering key concepts introduced in the first weeks of the course. The quiz may include multiple-choice and/or short-answer questions. You are expected to demonstrate your ability to apply foundational knowledge of leadership theories, delegation, scope of practice, quality improvement, Cultural Safety, and safe person-centred decision-making to nursing practice.		
CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of leadership concepts to nursing practice	1
	2	Evidence-informed decision-making for safe practice	2
GENERIC SKILLS:	Problem solving		

All - Assessment Task 2: Practice Improvement Initiative

GOAL:	The aim of this task is for you to critically appraise the evidence for a practice issue and connect the evidence to a quality improvement direction that demonstrates leadership, quality improvement, and commitment to safe, person-centred care		
PRODUCT:	Written Piece		
AUTHORSHIP STATEMENT:			
FORMAT:	You will choose one of five clinical scenarios on Canvas and write a reveiw of the evidence related to the practice issue in that scenario. - You will identify and explain the practice issue - Review the evidence - Apply leadership and quality improvement thinking - Demonstrate cultural safety and professional communication Your response will be presented as a written paper and be supported by appropriate academic referencing. Further details will be available on Canvas		
CRITERIA:	No.	Learning Outcome assessed	
	1	Critical review of literature and evidence35	
	2	Application of leadership and quality improvement thinking13	
	3	Integration of Cultural Safety and equity23	
	4	Applies principles and practices of academic writing and referencing5	
	5	Demonstrates ethical use of intellectual property5	
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy		

All - Assessment Task 3: Interactive Oral Presentation

GOAL:	The goal of this task is for you to communicate and respond to questions about your practice improvement project that demonstrates leadership and evidence informed thinking.		
PRODUCT:	Oral		
AUTHORSHIP STATEMENT:			
FORMAT:	Building on Task 2, you will introduce your practice improvement to your tutor in a recorded interactive oral discussion - Clearly and succinctly explain your practice improvement project and its evidence base using professional language - Respond to questions using professional language centred around the project Further details on the interactive oral discussion will be available in Canvas.		
CRITERIA:	No.	Learning Outcome assessed	
	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
GENERIC SKILLS:	Communication, 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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			7.1	Assessed
			7.2	Assessed
			7.3	Assessed
	Written Piece	Practice Improvement Initiative	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
			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

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

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. 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>

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)