



**London  
South Bank**  
University

EST 1892

# MA Leading Social Change 2019-20

## Introduction

**The MA in Leading Social Change is a part-time 2/3 year course uniquely positioned to equip leaders working across boundaries - in health, social care, criminal justice, third sector, faith leaders, community development, and education sectors - to lead with confidence, humility, curiosity and humanity, in an age of increasing complexity and disruption.**

How we understand the leadership of social change is evolving rapidly. The generators of need in our society are complex and interrelated, and no single organisation or service can either adequately meet need, or solve seemingly intractable social problems.

Increasingly leaders are finding that traditional business school approaches are not sufficient for addressing the issues they face in meeting social need in a highly connected world. Whilst the rational deterministic methods of the 19th and 20th century - which see expertise as sitting at the "top"; where people are seen as assets to be managed and where the market "drives" solutions - can clearly still be seen as operative, they are being seriously questioned as effective ways of working in the conditions of complexity, fragmentation and uncertainty that dominate in the 21st century.

Making progress in these increasingly challenging conditions requires leaders to develop new relationships across traditional boundaries. The value of a more inter-dependent, collaborated and networked future is becoming painfully apparent as services struggle to cope. Leaders who want to maximise public value through their work need to rapidly evolve their approaches, methods and techniques. (Malby and Anderson-Wallace 2016)

Today, leaders work routinely with uncertainty, agency and choice. They work as collaborators and partners, often leading highly autonomous but accountable teams that develop emergent responses to complex environments (Laloux and Wilber 2014). Recognising the systemic conditions that contribute to outcomes requires a new understanding of the individual as shaped in relationship, and in context.

A relational approach to leadership, which moves from a traditional 'systems' view of the world to one which is more 'systemic' offers promise in such circumstances. It gives greater attention to how our ways of making sense of situations, consciously or unconsciously, contributes to our experiences. It offers leaders new insights and choices in how to create different and more effective relationships to achieve social change. The approach however demands a unique set of sensibilities, including living with complexity; working with distributed power and difference, and harnessing rapidly evolving, yet partial knowledge to create common purpose and collective action. (Anderson-Wallace & Myers 2019) Using quantitative and qualitative data to inform decision-making; taking an asset based approach to emergent change; developing reflexivity to work through a series of complex responsive processes (Griffin & Stacey 2005) to achieve collective action around shared purposes, all assume a new importance.

## The Programme Approach

This innovative degree offers face-to-face and blended learning experiences. It is delivered using a mixture of highly interactive workshops, online seminars and discussions with other participants, including a small experiential learning group and a regular large group review. The highly participative nature of the programme enables participants to experience collaborative leadership and peer learning, exchange ideas and develop an understanding of group dynamics. The programme also aims to help participants apply new approaches and methodologies to practice. Learning is enhanced through reflective practice and inquiry, and the participants experience of application to the community or workplace is paramount. Participants are exposed to examples of innovation through learning journey visits, and have the opportunity to expand their network of likeminded communities and people committed to social change.

### Learning Outcomes

1. Leaders with the knowledge and understanding of leading change in complex social environments that require collaboration and partnerships, in order to lead real world change
2. Leaders who have a deep understanding of human approaches to systems change, and innovation in social change that can be adapted and adopted in their workplace / community
3. Leaders who can critically appraise evidence-based options for leading effective social change
4. Leaders who can demonstrate personal and system resilience, and the ability to lead in uncertain times
5. Leaders who have brought their learning to bear on a local Grand Challenge, developing a collaborative networked approach to complex change to generate value for the community
6. Leaders with an expanded wide network of critical peers and people committed to social change, with opportunities for learning and partnering together

## Developing a Social Change Inquiry – The Social Change Grand Challenge

The learning experience is enriched by the development of a Social Change Inquiry (the Social Change Grand Challenge), which is unique to the students working context and community. Participants select a complex social change issue that is relevant to their work, which becomes the focus for application of knowledge and skills. A provisional focus is agreed prior to commencement of the programme, but is expected to evolve as the hypothesis is expanded and explored throughout the social research process.

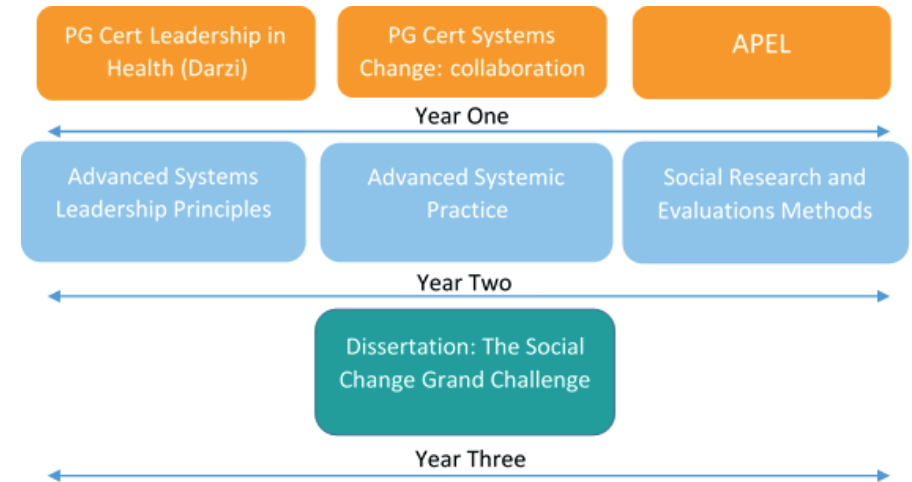
Participants engage with a Faculty member pre-programme to scope out and define the specific goals, and work with a small group during each workshop to reflect on personal learning and on applying these lessons to their Social Change Inquiry work.

Over the course of the programme participants explore and test their assumptions about the underlying issues generating the hypothesis, and check these using data and through joint inquiry. Participants develop an approach to collaborative leadership and social change that adds value, constructing this over the course of the programme with the help of peers and colleagues, using the new ideas and insights provided in the workshops and personal reflexive practice.

We are bringing the best of our applied research and teaching from the School of Health and Social care, and our enterprise work in the Institute of Health and Wellbeing, which both build on our strengths in application and leadership practice.



## Course Structure



### Year One – Post Graduate Certificate

Year one follows one of three routes:

- PG Cert Leadership in Health (Darzi) – this is a full time year.
- PG Cert Systems Change: Collaborative Communities – this is a part-time route and you can find out more in our separate brochure

*The University allows participants to accredit prior experience and learning (APEL).*

### Year Two – Post Graduate Diploma

There are three modules in Year Two.

#### Advanced Systemic Leadership Principles

This module aims to enable develop your ability to critically appraise the emergent approaches to leading social change from a human and complex systems perspective, to understand the critical conditions which support the development and sustainability of social change in communities, and explore the applicability of these ideas to your local social change inquiry work. This includes a specific focus on understanding core theories, drawing from psychology, sociology, anthropology, philosophy and applied ethics.

This Module provides context to the Advanced Systemic Practice Module.

Specifically this Module aims to develop:

1. Leaders with the knowledge and understanding of leading change in complex social environments that require collaboration and partnerships, in order to lead real world change
2. Leaders who have a deep understanding of human approaches to systems change, and innovation in social change that can be adapted and adopted in their workplace / community

We cover the following topics:

- Relational Responsibility - Coordinating Purpose, Meaning & Action.
- Leading in Networks
- Power, Professionalism & Citizen Leadership
- The dynamics of groups, organisations and the wider system using complexity theory, psychodynamic and psychosocial frameworks
- Understanding human systems, including the basics of social constructionism and cybernetics

### **Advanced Systemic Leadership Practice**

This module aims to develop your ability to critically appraise the emergent approaches to the practice of leading social change, and to equip you with key insights into developing systemic practice, community and personal resilience. Alongside this you will develop the sensibilities to develop the relational conditions from which effective social change can emerge, and to apply these ideas to your local social change inquiry.

This Module provides context to the Dissertation in Year Three. Specifically this Module aims to develop:

1. Leaders who can critically appraise evidence-based options for leading effective social change
2. Leaders who can demonstrate personal resilience, facilitate system resilience, and the ability to lead in uncertain times.
3. Leaders who have brought their learning to bear on a local social change inquiry, developing a collaborative-networked approach to complex change to generate value for the community

We cover the following topics:

- Frameworks for relational practice - constructing systemic inquiry, applied practice, Advanced hypothesising, reflexive & circular questioning.
- An applied approach to the processes of reflection & reflexivity.
- Working with distributed power, diversity and multiple purposes.
- Creating social value through moral leadership. Including governance, ethical decision-making at senior leadership/board.

### **Social Research and Evaluation methods**

This module introduces students to core concepts in social research and shows how they can be used to address social scientific questions and practical issues in policy evaluation. Students are introduced to central topics in the philosophy of social sciences and the effect they have on research choices. They are then introduced to different ways research can be designed and the ways design affects permissible inferences. Students are then introduced to the theory of measurement and sampling. The final third of the module focuses on acquiring data ranging from survey methods through qualitative data collection methods to secondary data.

### **Year Three**

#### **Dissertation: A Social Change Inquiry**

This year you focus on dissertation through your social change inquiry. The module provides you with the opportunity to undertake original inquiry in a chosen area of professional practice, either through a systematic review of the literature or a research/work-based social research project. You will be able to consolidate and extend your knowledge and understanding of research and evaluation design and associated methods of enquiry during six taught sessions. You will subsequently be supported by a named supervisor to develop the practical skills necessary to plan and carry out your social research inquiry.

During the third year there are monthly opportunities to develop the work in the Dissertation Module through 1:1 sessions with tutors to group peer-review discussions. In addition, we provide a seminar series on issues relevant to leading social change to include:

- Politics of Social Change
- The future of collaborating between institutions and communities

- Innovation in Public Services
- Britain's New Giants
- The impact of the Digital Age

The MA programme includes a number of collaborative online and blended learning opportunities:

- A series of videos on Network Leadership, linked to our website [www.source4networks.org.uk](http://www.source4networks.org.uk);
- A participative group exercise to prepare for the Learning Journey Visit.
- Reflecting on Podcasts– picking a selection of 6 leader interviews and reflect on how these people built in resilience and sustainability.
- Learning Journey Visits within Modules in Year Two and in Year Three to a social change site

Overall as a Masters Level programme students are expected to undertake a significant amount of self- managed learning.



## Programme Dates

Dates to be confirmed

<b>September 2019</b>
Academic Induction
Launch
Workshop 1 (Advanced Systemic Principles) 3 days
<b>October 2019</b>
(Advanced Systemic Principles) 1 day preparation for visits
(Advanced Systemic Principles) Formative assessment due date
Autumn half term holidays 21st – 25th Oct 2019
<b>November 2019</b>
Workshop 2 (Advanced Systemic Principles) 2 days
<b>December 2019</b>
Workshop 3 (Methods for social research and evaluation)
<b>January 2020</b>
Workshop 4 (Methods for social research and evaluation)
Workshop 5 (Advanced Systemic Practices) 2 days
(Advanced Systemic Principles) summative assessment due date
<b>February 2020</b>
(Advanced Systemic Practices) learning journey visit 1 day
Workshop 6 (Methods for social research and evaluation)
(Advanced Systemic Practices) formative assessment due date
Half term holidays 17th – 21st Feb 2020
<b>March 2020</b>
Workshop 7 (Advanced Systemic Practices) 3 days
(Methods for social research and evaluation) formative assessment due date
<b>April 2020</b>
Easter holidays 6th – 17th April 2020
Workshop 8 (Methods for social research and evaluation)
(Advanced Systemic Practices) summative assessment due date
<b>May 2020</b>
Workshop 9 (Methods for social research and evaluation)
May half term holidays 25th – 29th May 2020

June 2020
Workshop 10 (Methods for social research and evaluation)
July 2020
(Methods for social research and evaluation) Summative assessment due date

<b>Year 2: Dissertation module Sept 2020 – July 2021</b>
September 2020
Dissertation Supervision session 1 (1.5 hrs)
November 2020
Group co consulting 1
Seminar series (0.5 day)
Dissertation Supervision session 2 (1.5 hrs)
December 2020
Group co consulting 2
Seminar series (0.5 day)
January 2021
Dissertation Supervision session 3 (1.5 hrs) (1.5 hrs)
February 2021
Group co consulting 3
Formative assessment due date
March 2021
Seminar series (1 day)
Dissertation Supervision session 4 (1.5 hrs)
April 2021
Group co consulting 4
May 2021
Dissertation Supervision session 5 (1.5 hrs)
Seminar series (0.5 day)
June 2021
Group co consulting 5
July 2021
Dissertation Supervision session 6 (1.5 hrs)
Summative due date

## Launch and Enrolment

The programme starts with a full induction into the academic programme including enrolment, how to use the online learning platform, how to use the library and for those of you without experience a workshop on delivering great assignments in social sciences. We will also host a launch event at the beginning of the programme.

## Programme Faculty

Prof Becky Malby  
 Visiting Prof Murray Anderson-Wallace  
 Visiting Fellow Rebecca Myers



## What you can access

### The Health Systems Innovation Lab

A Health Systems Innovation Lab at LSBU connecting innovators to those systems seeking innovation across the UK. The Lab works by bringing together a diverse group of members to learn from and with. The Lab's uniqueness is its use of data to clarify need and impact, and its focus on bringing the next generation of leaders into the learning process alongside current systems leaders. We have a track record in supporting leaders and people involved in systemic change to make a real difference to their organisations, communities and health systems. We hold regular events and conferences that you will be able to attend and as a member.

For more information email the Health Lab, [healthlab@lsbu.ac.uk](mailto:healthlab@lsbu.ac.uk) or visit the website: <http://www.lsbu.ac.uk/business/expertise/health-wellbeing-institute/health-systems-innovation-lab>

### The People's Academy

This is a unique feature of London South Bank University, where you can engage citizens with experience in governance, systems change, coproduction, personalised services, coaching in mentoring or coaching you with your projects.

For more information visit the website: <http://www.lsbu.ac.uk/business/expertise/health-wellbeing-institute/the-peoples-academy>

### Library

We have two libraries – one on our Southwark campus and the other at Havering. In total, we have 800 study spaces, 58,000 electronic journals and databases, 250,000 books, specialist subject advisers and 24/7 opening hours during exam time at Perry Library, Southwark campus.



## Entry Requirements

A minimum of a 2:2 first degree/Bachelor degree equivalent to UK Second Class Honours Lower Division in a relevant subject area.

Relevant previous professional experience will also be considered.

If applicants apply to be admitted at Year 2 and do not have the prior or equivalent PG Cert then they must demonstrate at least 5 years experiential learning in a relevant leadership role through the University's Accreditation of Experiential Learning (APEL) Process. Applicants applying through APEL must be able to complete either a challenge assessment or produce a portfolio of evidence

More information about the APEL process can be found: [https://www.lsbu.ac.uk/\\_\\_data/assets/pdf\\_file/0010/84349/assessment-and-examination-procedure.pdf](https://www.lsbu.ac.uk/__data/assets/pdf_file/0010/84349/assessment-and-examination-procedure.pdf)

Applicants will be assessed on the personal statement as well as the entry qualifications.

We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.5, Cambridge Proficiency or Advanced Grade C.

## Application

You can apply for this programme through the LSBU dedicated application system, please visit [www.lsbu.ac.uk/courses/postgraduate](http://www.lsbu.ac.uk/courses/postgraduate).

## Fees

Year One Track One: Leadership in Health (Darzi) is NHS funded at £10,000 through the annual application process.

Track Two: Systems Change: Collaborative Leadership Course Fees: £3750  
Years 2 & 3 Masters: £7950



## About London South Bank University

London South Bank University has been transforming lives, businesses and communities for more than 120 years. Our goal is to deliver:

- Student success
- Real world impact
- Access to opportunity

We are one of the top three modern universities in London for research. Over 70% of our research is considered world leading and internationally excellent. Our research is relevant and actively used in industry with 73% of our work having global impact.

150 British SMEs and major companies have commercial partnerships with LSBU. Nearly 1,000 employers use LSBU to train their staff.

We are challenge-focused and solution-driven, using cross-disciplinary teams to deliver maximum impact for our partners through consultancy, research, training and education. We work with private and public providers, drawing on our expertise in the following areas in Health and Social Care Delivery:

- Workforce innovation, education and development
- Innovation in health and social care delivery
- Service user engagement and experience.



## Map and Directions

LSBU is located 20 minutes from central London, 15 minute walk from Guy's and St Thomas' Hospital and 5 minutes from Elephant and Castle Tube. We are also well connected for buses.

The programme will take place at Royal College of General Practitioners (RCGP), 30 Euston Square London. RCGP is just 1 minute from London Euston Station and can be accessed via the Victoria and Northern Lines.



- 01 Borough Road
- 02 Tower Block
- 03 Metal Block
- 04 Joseph Lancaster
- 05 Extension Block
- 06 Faraday Wing
- 07 Perry Library
- 08 Admissions and Recruitment Centre
- 09 Technopark
- 10 London Road
- 11 ONCAMPUS
- 12 Student Centre and Students' Union
- 13 Keyworth Centre
- 14 K2
- 15 Caxton House
- 16 McLaren House
- 17 The Clarence Centre for Enterprise & Innovation
- 18 Academy of Sport
- 19 Passmore Centre

## Contact details

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