

**Course Specification**

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Leadership and Service Improvement in Health Care										
<b>Intermediate exit award title(s)</b>	Post Graduate Certificate in Leadership in Health Care Post Graduate Diploma in Leadership and Service Improvement in Health Care										
<b>UCAS Code</b>		<b>Course Code(s)</b>	MSc 3904 PGD 5308 PGC 5307 MSc Top Up - 5309								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Adult Nursing										
<b>Course Director</b>	Judith Enterkin										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>3</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	3	September	August
Mode	Length years	Start - month	Finish - month								
Part time	3	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2017									
	Course specification last updated and signed off	October 2020									
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None										
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations									
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016									
<b>B. Course Aims and Features</b>											
<b>Distinctive features of course</b>	This programme is intended to enable experienced qualified nurses, midwives and allied health professionals to develop their leadership										

	<p>knowledge and skills to meet the evolving aspirations of the NHS (NHS Constitution 2013). The continuing impetus for this MSc Leadership and Service Improvement Programme stems from current government policy which emphasises the need for strong leadership in delivering high quality services with care and compassion, linked to improved patient pathways and outcomes (after Francis 2013). As a consequence, the demand for high quality leadership education and training which supports key components of the Healthcare Leadership Model (NHS Leadership Academy, 2013) and delivers a recognised masters level qualification continues to grow. Successful leadership of health care improvement combines service specific knowledge from clinical experts, improvement know-how and change management skills (King's Fund 2012). This programme supports new and developing clinical leaders in the development of improvement know-how with the skills and knowledge of change management processes, such as team building, handling relationships, developing and communicating a vision, to engage with multiple stakeholders.</p>
<p><b>Course Aims</b></p>	<p>The MSc Leadership and Service Improvement in Health Care aims to:</p> <ol style="list-style-type: none"> <li>1. To develop leaders capable of improving and innovating health and social care delivery in a range of settings.</li> <li>2. To develop a critical awareness of self in the leadership of service delivery and innovation.</li> <li>3. To develop leadership knowledge and skills, underpinned by relevant theories and models of leadership, which can be applied flexibly and appropriately to the enhance the delivery of a quality, evidence based service linked to service user, staff and organisational outcomes.</li> <li>4. To enhance critical awareness and reflection on the interfaces between policy, research, commissioning, service and practice.</li> <li>5. To develop the knowledge, understanding, insight and skills required to influence changes in service which benefit patients, public, staff and organisations.</li> <li>6. To develop knowledge and enhance awareness of the importance of team working, collaboration, partnership and networking with key stakeholders across organisational and professional boundaries to achieve leadership objectives which deliver high quality person centred care.</li> <li>7. To apply research methodologies effectively in the delivery of an evidenced- based service.</li> <li>8. To develop an in-depth knowledge and critical appreciation of a range of contemporary research methods which can be applied to different health and social care contexts.</li> <li>9. To conduct a focused, independent research-oriented study at Masters level, demonstrating independence, critical appraisal, research skills and originality in approach and relevance for service or practice.</li> <li>10. To enable students to contribute to the advancement of their practice and the they deliver by their professional development and life-long approach to learning.</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1 The role of leadership in the improvement of quality and cost effectiveness in service delivery which is centred around the patient/service user.</p> <p>A2 Evolving theories and approaches to leadership in complex healthcare organisations.</p> <p>A3 Preferred personal leadership styles and their impact on self and others.</p>

A4 Contemporary theories and approaches to effective change management in complex organisations.  
 A5 Contemporary quality improvement methodologies and their application in healthcare today  
 A6 Processes for identifying areas for service innovation which harness the contributions of key stakeholders, including patient's/service users.  
 A7 The nature of research knowledge and its relationship to professional health care practice, health and social care improvement.  
 A8 The complexity of service delivery and begin to explore the challenges in service redesign bringing together services that currently different parts of the patient journey.

**b) Students will develop their intellectual skills such that they are able to:**

B1 Critically appraise evolving theories of leadership and change management in the context of health care practice and innovation.  
 B2 Critically appraise formal and informal methods used to evaluate service innovations.  
 B3 Critically analyse policies and research evidence underpinning diverse aspects of leadership, service and workforce improvement.  
 B4 Integrate and synthesise the knowledge base in relation to quality improvement strategies, tools and techniques  
 B5 Critically evaluate features and application of research designs and methods applicable in health care settings.  
 B6 Present reasoned arguments for choice of perspectives and methodology in health and social care research designed to evaluate and improve service quality.

**c) Students will acquire and develop practical skills such that they are able to:**

C1 Develop team working, partnership building and collaborative skills.  
 C2 Develop and present a business case for change designed to improve service quality.  
 C3 Formulate evidence-based strategies and practical plans for service innovation, linked to measurable outcomes.  
 C4 Identify research tools and techniques; develop ways of applying them in practice.  
 C5 Demonstrate an understanding of practical issues relating to allocation of resources to a service improvement proposal.  
 C6 Develop and enhance critical reflection skills in self and others.  
 C7 Utilise team and partnership working and influencing skills to promote service change for the development of integrated services.

**d) Students will acquire and develop transferrable skills such that they are able to:**

D1 Search research databases, policy websites and professional networks to retrieve, identify and critically appraise evidence for diverse aspects of leadership, service and workforce improvement.  
 D2 Demonstrate critical understanding of own preferred leadership style and their own role in leadership within the context of current position and organisation and for future development.

	D3 Demonstrate transferable team working skills within the group learning process, collectively and individually. D4 Demonstrate adaptability, insight, originality and capacity for reflection in planning and executing a research study at masters' level.
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#### **D. Assessment**

Assessment for all three first year core modules and a variety of the option modules address the learning outcomes from this section. Whilst all assignments pertinent to these learning outcomes are written assignments, they are sufficiently flexible to enable students to focus upon their own learning needs and the needs of their service in addressing these learning outcomes when completing the assignments [see curriculum map].

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

#### **F. Entry Requirements**

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:

Entrants to the programme hold current registration with either the NMC or HPC [with only a few exceptions], and are normally expected to hold a first degree in a health related subject and have at least three years' post-qualification experience. Entrants are normally employed in a leadership role, or with leadership as a core component of their role in the health care setting.

#### **G. Course structure(s)**

##### **Full MSc – 180 Credit**

<b>Yr 1</b>	<b>TAR_7_011</b>	Research in Health and Social Care
	<b>LSI_7_001</b>	Innovation for Excellence- leading service change
	<b>RCN_7_100</b>	Strategic Leadership in Health Care
<b>Yr2</b>	<b>WHN_7_126</b>	Leading Continuous Quality Improvement in Healthcare
	40 credits from:	
	<b>RCN_7_103</b>	Mentoring and Coaching for Leadership
	<b>RCN_7_102</b>	Leading in Patient or Public Engagement
	<b>WBL_7_001</b>	Enhancing practice through work based learning
<b>Yr3</b>	<b>TAR_7_011</b>	Research in Health and Social Care

##### **Top Up Routes**

##### **Pg Cert – 60 Credits – Route 1**

<b>LSI_7_003</b>	Professional leadership of leading Nursing and Midwifery
<b>RCN_7_100</b>	Strategic Leadership in Health Care
<b>LSI_7_002</b>	Developing Personal resilience and influence

##### **Pg Dip Top Up – 60 Credits – Route 1**

<b>TAR_7_011</b>	Research in Health and Social Care
<b>LSI_7_001</b>	Innovation for Excellence- leading service change
<b>WHN_7_126</b>	Leading Continuous Quality Improvement in Healthcare

##### **MSc Top Up – 60 Credits**

<b>TAR_7_010</b>	Dissertation
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Or

**Pg Cert – 60 Credits – Route 2**

<b>TAR_7_011</b>	Research in Health and Social Care
<b>RCN_7_100</b>	Strategic Leadership in Health Care
<b>LSI_7_001</b>	Innovation for Excellence- leading service change

**Pg Dip Top Up – 60 Credits – Route 2**

<b>WHN_7_126</b>	Leading Continuous Quality Improvement in Healthcare
<b>RCN_7_100</b>	Strategic Leadership in Health Care
<b>40 credits from the following modules</b>	
<b>RCN_7_103</b>	Mentoring and Coaching for Leadership
<b>RCN_7_102</b>	Leading in Patient or Public Engagement
<b>WBL_7_001</b>	Enhancing practice through work based learning
<b>LSI_7_002</b>	Developing Personal resilience and influence

**MSc Top Up – 60 Credits**

<b>TAR_7_010</b>	Dissertation
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<b>Reference Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Credit value</b>
LSI_7_001	Core – Innovations for Excellence, Leading Service Change	7	20
TAR_7_011	Core - Research in Health and Social Care	7	20
WHN_7_126	Core - Leading Continuous Quality Improvement in Health care	7	20
RCN_7_103	Mentoring and Coaching for Leadership	7	20
RCN_7_102	Leading in Patient and Public Engagement	7	20
WHN_7_111	Professional Development through Learning Contract	7	20
LSI_7_003	Professional leadership of leading Nursing and Midwifery	7	20
LSI_7_002	Developing Personal resilience and influence	7	20
TAR_7_010	Dissertation	7	60

**Placements information**

None

## H. Course Modules

Timetable will be on Moodle

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Semester</b>	<b>Credit value</b>	<b>Assessment</b>
RCN_7_100	Strategic Leadership in Health Care	7	Both	20	4000 word Essay
LSI_7_001	Core – Innovations for Excellence, Leading Service Change	7	Both	20	4000 word Essay
TAR_7_011	Core - Research in Health and Social Care	7	Both	20	4000 word Essay
WHN_7_126	Core - Leading Continuous Quality Improvement in Health care	7	Both	20	4000 word Essay
RCN_7_103	Mentoring and Coaching for Leadership	7	Both	20	4000 word Essay
RCN_7_102	Leading in Patient and Public Engagement	7	Both	20	4000 word Essay
WHN_7_111	Professional Development through Learning Contract	7	Both	20	4000 word Essay
LSI_7_003	Professional leadership of leading Nursing and Midwifery	7	Both	20	4000 word Essay
LSI_7_002	Developing Personal	7	Both	20	4000 word Essay

	resilience and influence				
WBL_7_001	Enhancing Practice Through Work Based Learning	7	Both	20	Learning contract Reflective narrative component - 1600 words Report of evidence - 2400 words
TAR_7_010	Dissertation	7	Both	60	<ol style="list-style-type: none"> <li>1. A 12,000 word dissertation on either a research/work-based project such as service evaluation or audit.</li> <li>2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits.</li> </ol> <p>An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).</p>

### I. Timetable information

- Timetables will be on moodle

### J. Costs and financial support

#### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

### List of Appendices

- Appendix A: Curriculum Map
- Appendix B: Personal Development Planning (postgraduate courses)
- Appendix C: Terminology

## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			Programme Outcomes																									
	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	
7	Core - Strategic leadership in health care	RCN_7_100	T D A	T D A	T D A					T D	T D		T				T A								T D	D	D A	
	AND EITHER																											
7	Innovation for Excellence - Leading Service Change	LSI_7_001	D	T D		T D A		T D A			T D A	T D A					T D A	T D A	T D A				T	T D	D	D	D	
7	Core - Research in health and social care	TAR_7_011							T D A				T D A		T D A	T D				T D A	D				T D			
	OR THESE																											



7	Option developing personal resilience and influence	LSI_7_002			T D A												T D					T D			T D A			
7	Option Professional leadership of leading nursing and midwifery	LSI_7_003	T D A	T D					T D				T D A								D				T D A	D		

## Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
Supporting the development and recognition of skills through the personal tutor system.	Contact with Course Director each semester during taught element and then with supervisor in the dissertation element. Additional input can be arranged.
Supporting the development and recognition of skills in academic modules.	Addressed in all taught modules as part of assignment preparation and feedback. Supervisors of dissertation will have responsibility to ensure appropriate skills development supported by workshops.
Supporting the development and recognition of skills through purpose designed modules.	All Modules are designed to support the development of skills. Appropriate guidance will be provided throughout the module and in special sessions preparing for assessment.
Supporting the development and recognition of skills through research project and dissertation.	Addressed in both the taught research methods/research philosophy modules and the dissertation.
Supporting the development and recognition of career management skills.	Careers guidance will be given by Course Directors, module leaders and dissertation supervisors where appropriate.
Supporting the development and recognition of career management skills through work experience.	Programme work based assignments and research in the practice/service setting will facilitate this.
Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students will be encouraged to attend conferences, make presentations and disseminate findings of their research.
Supporting the development of the skills and attitudes necessary for continuing professional development.	Modules contribute towards the NHS Leadership Framework [NHS Leadership Academy] requirements necessary for continuing professional development.
Other approaches to personal development planning.	Students will be encouraged to take part in activities that involve them and expose them to factors which impact on development e.g attendance at seminar programmes and lectures by visiting academic research staff. Additional personal tutor support can also help this.
The means by which self-reflection, evaluation and planned development are supported, for example, electronic or paper-based learning log or diary.	Development diary facilitated by module leaders and supervisors.

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

