

**Course Specification**

<b>A. Course Information</b>			
<b>Final award title(s)</b>	Post Graduate Certificate in Leadership, Management and Improvement for Health Services		
<b>Intermediate exit award title(s)</b>	None		
<b>UCAS Code</b>		<b>Course Code(s)</b>	5054
	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>	Mental Health and Learning Disabilities		
<b>Course Director</b>	Jo Delree		
<b>Delivery site(s) for course(s)</b>	<input type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: GSTT premises		
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
<b>Length of course/start and finish dates</b>	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Part time	12 – 18 months	April
	Part time	12 – 18 months	January
<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	October 2017	
	Course specification last updated and signed off	September 2021	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None		
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations	
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements PSRB Competitions and Markets Authority SEEC Level Descriptors 2021	
<b>B. Course Aims and Features</b>			
<b>Distinctive features of course</b>	The PG Cert Leadership, Management and Improvement for Health Services (GSTT) provides graduates who are undertaking leadership roles in GSTT with a grounding in leadership and management theory to underpin their success as leaders and mobilisers in the NHS. Modules combine theory with reflection to ensure that theory is translated into practice, effecting positive change in the workplace.		

	<p>This is a highly applied and self-managed work-based education programme supported by face-to-face and online learning opportunities. The course tutors are leaders in learning at Guy's and St Thomas' NHS Foundation Trust. Candidates will be current employees at the Trust undertaking an internal management training scheme.</p>
<p><b>Course Aims</b></p>	<p>The PG Cert Leadership, Management and Improvement for Health Services aims to:</p> <ul style="list-style-type: none"> <li>• Enable graduates to support localised change and improvement in their work environments</li> <li>• Provide evidence-based knowledge of leadership behaviours that facilitate development of high performing teams</li> <li>• Develop graduate's continued self-awareness and reflective skills regarding individual leadership style</li> <li>• Provide the evidence-based knowledge to critically evaluate research, policies and guidelines to enable change and improvement.</li> <li>• Foster the individual's potential to become a leader in change and improvement in health services</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. The evidence base for various leadership models, and how theoretical models can be implemented to enable workplace improvement</li> <li>2. The range of reflective models, and a critical understanding of their application to their own leadership style, and their use in identifying areas for improvement;</li> <li>3. The evidence base underpinning various change management tools and their use in facilitating a constructive team culture</li> </ol> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyse and appraise information from different sources succinctly in order to record and reflect on learning in the workplace</li> <li>2. Critically evaluate the potential contribution of a variety of methods and tools for implementing workplace change and improvement and apply these for problem solving</li> <li>3. Appraise and analyse change management in the workplace using the current evidence base</li> <li>4. Critically reflect on learning, and demonstrate adaptive capacity</li> </ol> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Solve work place problems using tools and techniques such as problem scoping and structuring using project definition sheets, issue trees and hypothesis trees</li> <li>2. Critically evaluate, select and use personally appropriate processes for recording learning and reflection, and apply this practically in order to demonstrate personal and professional development</li> <li>3. Demonstrate effective project management skills: including work planning, tracking progress and benefits, and reporting.</li> <li>4. Demonstrate practical stakeholder engagement skills such as interviewing &amp; influencing</li> </ol> <p>d) <b>Students will acquire and develop transferrable skills such that they are able to:</b></p> <ol style="list-style-type: none"> <li>1. Gather and interpret current information from different sources and make informed judgments about its quality and appropriateness.</li> </ol>

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|  | <ol style="list-style-type: none"> <li>2. Work independently and as part of a group or team.</li> <li>3. Communicate ideas and desired outcomes to a range of individuals and teams in the work environment including the ability to provide coherent and logical arguments in support of decision-making.</li> <li>4. Demonstrate self-awareness and the ability to critically appraise individual learning needs, and implement appropriate strategies for continuing professional and personal development and evaluate the impact.</li> </ol> |
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### **A. Teaching and Learning Strategy**

Students can expect to be stretched and challenged as part of their programme of learning through a range of interactive education approaches, particularly through reflection, 1:1 and group coaching and action learning. Students will be expected to draw upon their personal and professional practice experience to share learning in an action learning group setting. Students may have additional informal contact between action learning sets and/or teaching and coaching/mentoring via social media.

Lectures will be used to introduce and provide new information that students will then need to build upon through personal research, student peer group working and active critical debate.

Seminars and tutorial groups will be used as a means to promote and challenge knowledge and experience gained through critical enquiry based learning.

Small group discussion and online forums will further supplement learning opportunities and resources sharing as issues are taken through a process of debate and critique.

A flipped classroom approach that encourages students' skills in becoming independent agents of learning will be used blended with additional virtual learning materials and resources.

Use of online materials, free at source will be encouraged, such as TedTalks and U lab.

Students will be taken through a process of adult learning, using blended teaching methods. Their academic and intellectual skills will be challenged and developed through Socratic questioning and active learning strategies, for example through the flipped classroom approach. Students will have a personal coach allocated who will enable them to set clear learning goals and monitor performance. Small discussion groups and tutor groups will be used to promote interprofessional learning and explore personal and professional values and attributes promoting leadership and innovation. Self-reflection and critical appraisal are encouraged through the summative and formative assessment strategy across the modules. Online materials will be accessible via our Moodle VLE platform, including a discussion forum for students to access outside of the classroom and university based activities. Peer review and coaching through support as an informal and formal process is also encouraged.

A range of teaching, learning and development approaches will be used throughout this course. Students will engage in role play, lecture self-reflection, Virtual Learning Environments, action learning approaches, blended learning, coaching and self-assessment approaches. Students will be encouraged also to maintain reflective logs/learning diaries to encourage self-management and encourage reflection on their developing skills

Practice Based Learning also forms an integral part of this course as it enables consolidation and application of new knowledge and skills within the realities of the workplace

Students will be challenged to develop these skills through a range of interactive education approaches, particularly through reflection, 1:1 and group coaching and action learning. Students will be expected to draw upon their personal and professional practice experience to share learning in an action learning group setting. Students may have additional informal contact between action learning sets and/or teaching and coaching/mentoring via social media.

Small group discussion and online forums will further supplement learning opportunities and resources sharing as issues are taken through a process of debate and critique. This is supported by the use of reflective logs/diaries and the critical evaluation of feedback form coaching sessions, and from peer review in group sessions.

A flipped classroom approach that encourages students' skills in becoming independent agents of learning will be used blended with additional virtual learning materials and resources.

Use of online materials, free at source will be encouraged, such as TedTalks and U lab

#### **D. Assessment**

Assessment methods are specified in each module descriptor with details in the individual module guides; these are designed to achieve the module and course learning outcomes.

Coursework can take many forms based on the practical or theoretical content of the modules and may include:

- Literature search and critical review of evidence available
- Case reviews,
- Online forum posts and discussions
- Oral presentations/Viva
- Project reports
- Critical reflections and reflective logs
- Critical review of case reports
- Reflective accounts of coaching sessions

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

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

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

##### **Pre-requisites for this course**

Students must be GSTT employees engaged in the Pathway to Management programme, and are required to hold an undergraduate degree in a relevant subject, or be able to demonstrate equivalent skills and experience plus ability to study at level 7

GSTT has an internal management training scheme, based on the acclaimed NHS National Graduate Management Scheme. Recruits for the course are drawn from a mixture of internal applicants and those who have applied for the national scheme and scored highly on assessment centre but narrowly missed being selected through interview.

Students recruited onto the programme will have a first degree relevant to the subject, or evidence to demonstrate their ability to study at level 7. GSTT will be required to follow the University's and School's AP(E)L procedures, supported by LSBU.

##### **Co-requisites for this course**

None

##### **Qualifications required for this course**

Undergraduate degree in a relevant subject, or demonstrable equivalent skills and experience

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

##### **Course overview**

Normally beginning in January (semester 2), the course is spread over 18 months, beginning with a 30 contact hour Leadership Development module. This is followed by the Facilitating Change and Improvement in the Workplace module, which commences on the following September, and is a long, thin, module assessed by viva the following April. The final module, Personal and Workplace Development through Reflective Practice, commences in the January of the final Semester, and is assessed in July.

These modules are embedded into the GSTT Pathway to Management programme.

The course takes one cohort per year, beginning in January, unless there are exceptional circumstances.

**Semester 2 – Year 1**

LMI\_7\_001 Leadership Development - 20 credits Level 7

**Semester 1 Year 2**

LMI\_7\_002 Facilitating Change and Improvement in the Workplace- 20 credits Level 7

**Semester 2 year 2**

LMI\_7\_003 Personal and Workplace Development through Reflective Practice - 20 credits Level 7

Students may enrol onto the course directly through the central admissions system, or may take individual modules through CPD open where more flexibility is required and with the agreement of their employer. The Academic Link Tutor is responsible for overseeing the enrolment of students via these pathways.

**Placements information**

None

**H. Course Modules**

Module Code	Module Title	Level	Semester	Credit value	Assessment
LMI_7_001	Leadership Development	7	2	20	
LMI_7_002	Facilitating change and improvement in the workplace	7	1	20	
LMI_7_003	Personal and Workplace Development through Reflective Practice	7	2	20	2000 word reflective report 2000 word reflective account

**I. Timetable information**

Timetables will be issued by GSTT

**J. Costs and financial support****Course related costs**

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

**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-

### **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			A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
7	Leadership Development	LMI_7_001	T D A	D	T D	D	T D	D	T D	T D A	D	T D	T D A	T D	D	D	D
7	Facilitating change and improvement in the workplace	LMI_7_002	T D A	D	T D A	T D	T D A	T D A	D	T D	D	T D A	T D	T D A	T D A	T D A	D
7	Personal and Workplace Development through Reflective Practice	LMI_7_003	D A	T D A	D	T D A	D	D	T D A	D	T D A	D	D	T D	D A	D	T D A

## 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
1 Supporting the development and recognition of skills through the personal tutor system.	Students will be assigned a personal tutor, who will provide individualised. A part of the process of adult learning, it is expected that students take responsibility for utilising this resource, arranging to meet with their tutor as required. This will be evidenced by personal tutor records, email correspondence and course reporting.
2 Supporting the development and recognition of skills in academic modules/modules.	Supporting students to develop level 7 academic skills will be achieved through use of the library services regarding literature searching use of the referencing system and level 7 academic writing. Students are also able to access additional support through the student centre. The course team will provide tutorials on assessments and will provide feedback on assignments. Formative assessment will be used as a means to informally assess academic skills and provide individualised feedback and support. This will be evidenced by formative and summative assessment feedback, and personal tutor/module leader records.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	Each module is designed to incorporate a meaningful formative assessment, which allows students to reflect on their skills. The course teaching and assessment structure includes coaching and reflective sessions and logs, which encourages students to recognise their development. This will be evidenced by formative assignment feedback and reflective logs.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Students undertaking the course will take on a work based project which is assessed as part of the course. Each module is designed to incorporate a meaningful formative assessment, which allows students to reflect on their skills, and students will also receive individual and group coaching with regard to their project. The course teaching and assessment structure includes reflective sessions and logs, which encourage students to recognise their development, while being supported by academic and work based professionals. This will be evidenced by formative assignment feedback, coaching reports and reflective logs.
5 Supporting the development and recognition of career management skills.	The course is embedded in GSTT's existing Pathway to Management Programme, and academic staff work closely with practitioners and leaders in order to ensure that the course is both academically rigorous and practically applicable to the current work environment. The course has been designed to meet the requirements of GSTT and the broader NHS management frameworks and is therefore designed to support career development and progression. This is evidenced by the course documents and GSTT's Pathway to management information, as well as feedback from course boards.
6 Supporting the development and recognition of career management skills through work placements or work experience.	The course has been designed to meet the requirements of GSTT and the broader NHS management frameworks and is therefore designed to support career development and progression. The course incorporated a work-based project, and therefore integrates the work experience and academic skills. This is evidenced by the course documents and GSTT's Pathway to management information, as well as feedback from course boards, and student assessments and project reports.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Throughout the course, students will be encouraged to think critically about their work experiences outside of the classroom to inform classroom debates, comparing and contrasting with best evidence. This is also part of the formative and summative assessment strategy. The use of online discussions and resources such as U Lab are also encouraged.



	This is evidenced by the course documentation, Moodle activities and reflective accounts.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	Students are made aware of the course as part of GSTT's Pathway to Management, and thus understand its use in furthering their careers in healthcare leadership. The course emphasises reflection and personal development throughout the teaching and assessment strategy. This is evidenced by the reflective logs, and feedback from formative assessments.
9 Other approaches to personal development planning.	Students are expected to engage in reflection throughout the course, and to record this in critical reflective logs. Coaching sessions will further support this. This will be evidenced by the reflective logs and records of coaching sessions.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Students are expected to engage in reflection throughout the course, and to record this in critical reflective logs. Coaching sessions will further support this. This will be evidenced by the reflective logs and records of coaching sessions.

## 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