Course Specification

A. Course Information			
Final award title(s)	Senior Leader Level 7 Degree Apprenticeship MA Strategic Clinical Leadership.		
Intermediate exit award title(s)	None		
UCAS Code		**Course Code(s)**	5484
	London South Bank University		
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG X HSC ☐ LSS		
Division	Advanced Clinical Practice		
Course Director	Prof Becky Malby		
Delivery site(s) for course(s)	x Southwark – (online and Tabard St) ☐ Croydon ☐ Havering Other:		
Mode(s) of delivery	☐Full time XPart time ☐other please specify		
Length of course/start and finish dates			

Mode	Length years	Start - month	Finish - month
Part time	2	September	July

Is this course generally suitable for students on a Tier 4 visa?	**No**

Approval dates:	Course(s) validated / Subject to validation	March 2019
	Course specification last updated and signed off	September 2022

Professional, Statutory & Regulatory Body accreditation	None	
Reference points:	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website
	External	Institute for Apprenticeships Senior Leader Masters Degree Apprenticeship Level 7 https://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader/

		QAA Revised UK Quality Code for Higher Education 2018
		Framework for Higher Education Qualifications
		QAA Masters Degrees in Business and Management 2015
		Competitions and Markets Authority
		SEEC Level Descriptors 2021
		OfS Guidance
		Institute for Apprenticeships and Technical Education
		EQA Framework

B. Course Aims and Features

Distinctive features of course	As the NHS moves into a more collaborative model of organising the clinical professions now fully embrace their role in leadership of the whole of the NHS agenda. This is a steady trajectory from keeping the clinical agenda completely separate from the resource agenda, to embracing a fully integrated model of organising. Whether this has been accelerated by the change in policy direction from competition to collaboration is unknown, but there is definitely a climate for collaboration that embraces both a more collegiate relationship with general management, and across the clinical professions (and now including social care in more advance models).
	The importance of clinical leadership for healthcare change has been well described. The direction of travel is clear, and there is emerging evidence of the beneficial impact of clinical leadership. However, the reality remains that across the NHS that senior clinical leaders rarely receive leadership training or training in the major change management skills they need for their role.
	This new Senior Leader Level 7 Degree Apprentice for clinical leaders addresses the issues identified above in a model that best suits both employer and employee – a degree equipping senior clinical leaders with leadership and management knowledge skills and behaviours to work in collaborative systems, using practical experience and at the same time meeting the requirements of professional CPD.
	Approach
	Our MA in Strategic Clinical Leadership aims to provide the practical knowledge, understanding and skills required for leading across a range of health and care systems. At its core are the principles of integrity, collaboration, innovation, and inclusivity to secure high quality health care with and for people and communities, that makes the most of the talents and assets of health professionals, and secures the best public value.
	As an enterprising civic University we are committed to addressing real world problems, and application is central to the learning process, forming the case material for the classroom learning, and focus for action learning in the workplace. Aimed at senior clinical leaders the MA comprises 8 Modules that cover all aspects of The Senior Leader Apprentice Standards. The MA is achieved by successfully completing academic components alongside the apprenticeship standards, which are met through application of ideas into practice. The portfolio of learning can also be used to meet professional CPD requirements. The Apprentice Degree is delivered using a blended approach comprising both face-to-face, peer-group, online and work place learning

	activities. The Apprentice Degree is designed using adult learning principles and the participants develop a face-to-face and online learning community. Work based learning is critical to the MA experience and successful completion, with participants applying knowledge to local team and system-wide quality change projects, and to their clinical leadership roles.
Course Aims	MA Strategic Clinical Leadership. Senior Leader Level 7 Degree Apprenticeship aims to develop clinical leader apprentices who are able to lead through collaboration within and across health systems, and to deliver on the long-term purpose of integrated health systems. 1. Leaders with the knowledge and understanding of leading change in complex health systems environments that require collaboration and partnerships, in order to lead real time changes in quality. 2. Leaders who think and act strategically to secure evidence-based effective approaches to meet population health need. 3. Leaders who have a deep understanding of relational approaches to systems change and innovation that can be adapted and adopted in their workplace and health system. 4. Leaders who can critically appraise evidence-based options for leading effective health systems change 5. Leaders who can demonstrate personal and system resilience, and the ability to lead in uncertain times. 6. Leaders who have brought their learning to bear on local quality challenges and projects to generate public value. 7. Leaders with an expanded network of critical peers committed to securing quality, and learning and partnering together
Course Learning Outcomes	By the end of this course: a) Apprentices will have knowledge and understanding of: A1- How systems function, the role of context and leadership. A2- The role of power in inter-departmental and integrated systems change and the theory and practice of collaborative leadership A3 - The theory of being strategic in interdependent health systems, and leading innovation in highly professionalised teams A4 - The impact of ideology and value systems in effective decision-making for quality and safety. A5- Models of governance in collaborations to secure public value A6 - How to lead highly effective teams and generate public value. A7 - The theory of systemic and personal resilience and how best to utilise these in practice in leading through uncertainty. A8- The design, management, implementation and evaluation of a complex work-based change programme spanning multiple agendas and interests. b) Apprentices will develop their intellectual skills such that they are able to: B1- Critically analyse new approaches to health system challenges and their potential effectiveness and impact B2 - Evaluate change methodologies and develop critiques of them in relation to current health systems issues and, where appropriate, to propose new approaches.

B3 - Generate analyse, and synthesise a range of information and make leadership judgments in uncertainty.

B3 – Reflect on their own clinical leadership practice

B4- Evaluate the rigour and validity of published research and assess its relevance to a range of contexts for clinical leadership of integrated health systems change.

B5 - Use existing research and scholarship in the field of collaboration and innovation to identify new or revised approaches to the student's work-place challenges.

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

C1- Competently lead inter-organisational and system-wide accountable teams undertaking quality change projects, securing shared purpose across stakeholders, and making the most of diverse skills, experience, perspectives and digital approaches.

C2 – Utilise data effectively to catalyse adaptive capacity in health organisations and systems.

C3 – Demonstrate self-managed resilient leadership utilising reflective and reflexive processes, and being able to adapt in the face of complex challenges.

C4- Use established techniques of research and enquiry to develop and interpret knowledge in service to the need for health systems change.

C5- Communicate effectively using a range of media (for example, orally, in writing, and through digital media).

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

D1- Be adaptable, critical, reflexive, insightful, ethical and socially responsible leaders:

D2 - Apply personal skills and new knowledge in leading effectively in unpredictable and complex situations

D3 - Take responsibility for complex health change programmes

D4 - Take responsibility for continuing to develop their own knowledge and skills.

C. Teaching and Learning Strategy

Our approach focuses on translating leading edge thinking, approaches, and tools into meaningful personal and organisational practice. This builds on LSBU's focus on applied research, skills development and using evidence-based practice to make an impact.

The emphasis is on facilitating tangible behaviour shifts in participants' leadership capability. All our development work is underpinned by academic theory, long-established and current, and also through the involvement of service users, carers, providers, commissioners and partners. We work closely with academic partners, think tanks, key opinion leaders in the NHS, local government, third-sector, and our development partners to ensure that our approaches are current, relevant and able to bring in new and challenging thinking. This informs both the design principles (e.g. learning styles, action learning, experiential learning, group behaviours) and programme content (e.g. theories of clinical leadership, organisational change, resilience). We are able to test this in our everyday delivery of service improvement and leadership projects. This helps to keep our ideas and delivery fresh and grounded, and ensure we are able to respond to any unforeseen changes.

Learning methods

Adult learners require far more than just information; they require a myriad of teaching technologies. We will apply adult learning principles to the design of our programme (Knowles 1984):

a) Adults need to know why they are learning something

b) Adults learn through doing

c) Adults are problem-solvers

d) Adults learn best when the subject is of immediate use

We will provide a tried and tested approach to adult learning. This has been developed through similar, relevant experience and tailored to the individual and collective needs of the participants. We use double loop learning methodology based on Kolb's experiential learning framework and support continued learning and development through learning sets so that participants 'learn how to learn', and have deeper sets of alternative ideas and behaviours from which to choose to act. (Kolb 1984).

This focus on application shapes the Programme as a whole.

Learning approaches

The programme utilises the following approaches and strategies for learning:

e) Preparation for learning and identification of the work based challenges (C1)

f) Presentation of useful theory and exploration of its utility through adult learning methodologies (A)

g) Immersion – A learning journey visit to explore innovation in a system (A)

h) Leadership Inquiry – interviews with senior leaders in health and social care as a group and individually (A)

i) Co-consulting in Coaching Circles (C)

j) Action Learning Groups – for the application ideas into practice and into the Apprentices' work-based challenge. (C and D)

k) Reflective Practice / Experiential Group (C and D)

l) Simulation Experience to develop skills in systems leadership (A, C)

m) Interviews with stakeholders for the projects, to be reviewed in the Action Learning Sets. (C)

n) Designing and leading a work-based change challenge project in their local context. (B, C, D)

o) Apprentice-led online discussion based on e-learning materials (A)

p) Online support to facilitate independent learning through the University VLE and OneFile which will provide tutorial Q&A sessions with tutor, additional reading, e-learning provision, links to sources of research and national policy, module presentations and reading lists. These tutorials could either be synchronous or asynchronous. (A)

q) Learning journals (A, C)

r) 360 degree narrative feedback (B,C)

s) Research and Inquiry skills in the workplace (including data review and synthesis skills) (B,C)

t) Report writing and academic conventions (B)

u) Assessments of understanding through assignments to demonstrate knowledge of collaborative leadership (A), innovation in health delivery (A), strategic leadership (A); through media presentations (podcasts,blogs) and group review (B) and through a presentation on a work-based challenge project and reflection on personal leadership (C, D)

Learning Groups

Participants join four groups for the Programme:

1. The Whole Cohort Group for workshops and for the medium group discussion and review.

2. A Coaching Circle – a small group of 5 people from the same or nearby employer(s) who meet both in the workshops and in the workplace to review learning materials, blended learning activity and make sense of the theory into practice.

3. Action Learning Set – a small group of 6 from across the participating employers in the system working on applying learning to their own leadership practice, and on developing their work-based challenge.

4. The Podcast Club –this works like a book club. Members listen to the podcasts or view the videos in the module and review in their Podcast Club group online or face-to-face. Group of 8.

Each 2-day workshop commences each day with Check-In. Day One ends with a Coaching Circle sense-making discussion and Day Two ends with a whole group review.

Application of learning
Learning is applied and reviewed in the above groups and through scheduled on the job and off the job work-based activities, with reflection notes uploaded to One File. The work-based challenge project is a key feature of the apprenticeship.

Blended learning
The Senior Leader Level 7 Degree Apprenticeship includes blended learning opportunities in every Module including:

- e-learning discrete programmes

- Two Learning Journey Visits to innovation sites - one on Integration one on Coproduction

- A series of online materials on finance and innovation for groups discussion

Overall as this is a Level 7 programme, apprentices are expected to undertake a significant amount of self-managed learning and this takes place through a mixture of work based learning (A Narrative 360 Feedback process; Shadowing and Board observation and reflection; report writing and team development) application of learning to local projects (developing a service plan). This amounts to between120 and 250 hours per Module.

All materials are provided on the VLE (Moodle) and one File along with course reading, and in addition we provide both Pinterest boards that are widely available and access to additional opportunities for learning outside the Masters Modules via the programme Linked In Group (available to speakers as well as apprentices and tutors).

Learning Tutor Reviews
The learner has monthly 1:1 reviews with their assigned course tutor and the on-site mentor to review progress against the apprentice standard and KSB targets. This time is identified in each Module descriptor.

D. Assessment

This Senior Leader Level 7 Apprentice degree requires both Formative and Summative Assessments for each Module, with the exception of the Research Methods Module where both assignments contribute to the final mark.
The Formative Assessments are designed as a stepping-stone to the Summative assessments allowing the apprentices opportunity to have feedback on their academic work in preparation for the Summative assignments. The requirements of the Formative Assessment not only prepare apprentices for the academic content they also prepare apprentices for the process of the Summative assignments. They are important milestones in the Apprentices' learning enabling Apprentices to identify areas that need further attention early on in their studies.

All Modules pass at 50% progression requires a pass for all Modules. The timing of assessments is provided in the timetable below.

For Year One all Formative assignments take place between Module workshops (each Module has 2 workshops) and all Summative Assignments are due 6 weeks after completion of the full Module; and for the Research Module part 1 of the Summative is after the first 3 sessions and Part 2 6 weeks after completion of the Module.

In addition, the Senior Leader Masters Apprentice Degree requires an end-point assessment portfolio which we will provide through One File. The additional requirements of this Assessment alongside how this Masters proposal maps onto the Apprentice Standards is provided at Appendix E

Indicative Assessments:
YEAR ONE
Module 1: Leading and Developing People
1. Formative: Provide a 500-word reflection on learning in relation to how the leader develops constructive working relationships between clinicians and managers.

2. Summative Assessment: After undertaking all the 360 narrative feedback interviews, collate the results and present your summary to your Action Learning Set, and provide a 4000-word written report.

Module 2: Innovation and Change for Quality in Health Systems

1.Formative: Provide a spark report as a coaching group that identifies the key quality challenges to your health system, and the generators of these challenges.

2. Summative Assessment: A 4000-word essay. Critically review an innovation in health care delivery you have access too using the theories provided in the programme. Within this assignment provide a 500-1000-word reflection on the implications for your health system.

Module 3: Leading Quality and Safety

1. Formative: Provide a 500-word reflection on ethical decision-making based on your Board Observation and internal audit.

2. Summative Assessment: A 4000-word essay. Provide A Service Development Quality Plan. Explain how this plan is designed to secure sustainability. Include a 500-word reflection on your learning about governance in relation to securing quality health services.

Module 4 Developing Collaborative Relationships

1. Formative: Provide a 500-word reflection of the impact of collaborative models on your professional identity.

2. Summative Assessment: Design and provide a Podcast explaining the opportunities and challenges of one of the following topics with a resource pack to accompany:

- Collaborating across systems for complex care

    or

- Collaborating with Communities

The resource pack should include a summary of the podcast, relevant reading materials and online resources.

Module 5: Work Based Learning: Change Projects

1.Formative: Provide a Stakeholder Map with the interview schedule for your stakeholder interviews, , and your rationale for this schedule.

2. Summative Assessment: Provide a 4000 word Project Plan (including the GANTT chart)

YEAR TWO

Module 6: Generating Public Value

1.Formative: Provide a short presentation to your peers on your public value proposition for your change project.

2. Summative Assessment: Provide a 4000-word written assignment on the Evaluation Model and Metrics for your Challenge Project. Incorporate a 500 - 1000-word reflection on your learning on the role of data in decision-making.

Module 7: Health Systems Strategy

1. Formative: Provide a Spark report in your coaching circle on your learning from the Power Lab simulation.

2. Summative Assessment: A 4000-word written assignment. Critically review and contrast the NHS Five Year Forward View (2013) and the Long Term Plan (2019) in terms of the strategic approach to address complex problems. Review your local health system's strategic approach in response to policy. Include a1000 word reflection on your own systems strategic approach to, or how you would develop strategy for complex issues in the NHS.

Module 8: Work Based Learning: Strategic Project Delivery

1. Formative: Provide a Project Poster summarising the key issues in your project.

2. Summative Assessment:

Provide a Project showcase, based on your Challenge Project including a report, a presentation and questioning

   The report must be 4000 words +/-10%, and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. No annexes or appendices are allowed.

   Provide a 20 minute Presentation of your Challenge Project followed by a 30 minute questioning on your learning.

   Weighting = 100% (50% report, 50% presentation and Q&A)

E. Academic Regulations

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

The school follows the university regulations apart from:
- Learners will not be eligible for compensation in the modules as a pass in all elements of assessment is required to demonstrate competence.

F. Entry Requirements
Maths and English to GCSE standard is essential (Grade C or level 4 in the new GCSE grading scheme) and certificates have to be provided as proof of evidence. If however, apprentices do not have these basic requirements, it is possible to enter with Functional Skills level 2.

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

All apprentices must be working at a senior level ((e.g. clinical director, lead nurse, Senior GP, STP workstream lead) and have been for a minimum of 3 years with work experience that demonstrates clinical leadership and management responsibilities for example clinical director or clinical lead, clinical chair, with strong and consistent career progression and achievement.

Or
In exceptional cases five years management and leadership experience with strong and consistent career progression and achievement, after interview with the Course Director.

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 is through the LSBU dedicated application system.

G. Course structure(s)

Course overview

This Apprentice part-time Masters programme complies with the Senior Leader Apprentice Standards and requirement for no more than 20% off the job learning. The programme is organised into workshop blocks of 2 days, alongside action learning sets, blended learning through online seminars/ podcasts/ webexes, learning journey visits, Local immersion, and supervision and group co-consulting. The timetable identifies how the course develops.
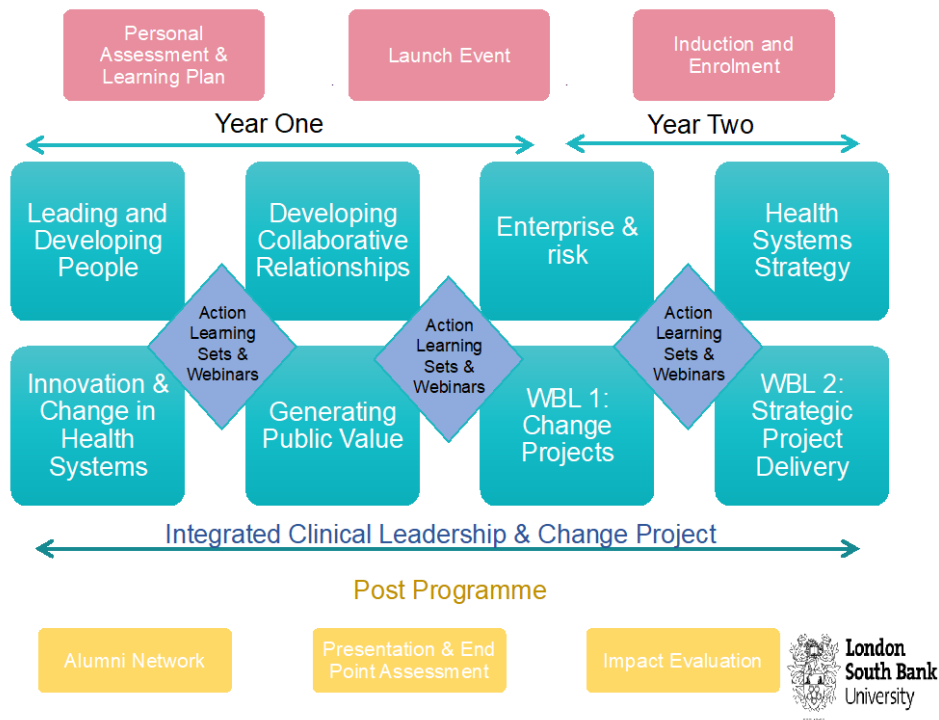
MA Strategic Clinical Leadership. Senior Leader Level 7 Degree Apprenticeship -Part time

	Semester 1			Semester 2	
Year 1	Mod 1: Leading and Developing People (Compulsory)	20		Module 3: Developing Collaborative Relationships (Compulsory)	20
	Mod 2: Innovation and Change in Health Systems (Compulsory)	20		Module 4: Generating Public Value (Compulsory)	20
	Mod 5 Work based Learning: Change Projects (Compulsory)				20
	Gateway Preparation (0 Credit)				
Year 2	Module 6: Enterprise and Risk (Compulsory)	20		Module 7: Health Systems Strategy (Compulsory)	20
	Module 8: Work based Learning: strategic Project delivery (Compulsory)				40
	Gateway Preparation (0 Credit)				

Placements information

There are no placements in this Masters Course. All WBL takes place in the Apprentices' own workplace.

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
LHS_7_012	Leading and Developing People	7	Year 1 :1	20	After undertaking all the 360 narrative feedback interviews, collate the results and present your summary to your Action Learning Set, and provide a 4000 word written report.
LHS_7_013	Innovation and Change for Quality in Health Systems	7	Year 1: 1	20	A 4000-word essay. Critically review an innovation in health care delivery you have access to using the theories provided in the programme. Within this assignment provide a 500-1000 word reflection on the implications for your health system
LHS_7_014	Leading Quality and Safety	7	Year 1: 2	20	A 4000-word essay. Provide A Service Development Quality Plan. Explain how this plan is designed to secure sustainability. Include a 500 word reflection on your learning about governance in relation to securing quality health services
SCL_7_GW1	Gateway Preparation	7	Year 1	0	None

NEW	Developing Collaborative Relationships	7	Year 1:2.	20	Design and provide a Podcast explaining the opportunities and challenges of one of the following topics with a resource pack to accompany: • Collaborating across systems for complex care or • Collaborating with Communities The resource pack should include a summary of the podcast, relevant reading materials and online resources.
NEW	Work Based Learning: Change Projects	7	Year 1: 1&2.	20	Provide a 4000 word Project Plan (including the GANTT chart)
NEW	Generating Public Value	7	Year 2: 1	20	Provide a 4000-word written assignment on the Evaluation Model and Metrics for your Challenge Project. Incorporate a 500 - 1000 word reflection on your learning on the role of data in decision-making.
NEW	Health Systems Strategy	7	Year 2: 2	20	A 4000-word written assignment. Critically review and contrast the NHS Five Year Forward View (2013) and the Long Term Plan (2019) in terms of the strategic approach to address complex problems. Review your local health system's strategic approach in response to policy. Include a1000 word reflection on your own systems strategic approach to, or how you would develop strategy for complex issues in the NHS.

| NEW | Work Based Learning: Strategic Project Delivery | 7 | Year 2 1&2 | 40 | Provide a Project showcase, based on your Challenge Project including a report, a presentation and questioning

The report must be 4000 words and can include photos, diagrams and tables where they add value and clarity to the report, but these will be included in the word count. No annexes or appendices are allowed.

Provide a 20-minute Presentation of your Challenge Project followed by a 30-minute questioning on your learning. |
| SCL_7_GW2 | Gateway Preparation | 7 | Year 2 | 0 | None |

I. Timetable information

A full timetable is provided in the Course Brochure in March 2019

		Semester One					Semster Two					
	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
YEAR ONE												
MODULES												
Leading People	2											
Innovation and Change			2									
Leading Quality and Safety							2					
Developing Collaborative Relationships									2			
WBL 1 - negotiation and conflict/ project planning						1.5						
AL SETS		0.5		0.5	0.5				0.5		0.5	0.5
EVENING LAUNCH	0.25											
ONLINE/ BLENDED												
Leading People		1 hour RSA highly successful groups										
Innovation and Change			MIT EdEx innovation Process									
Developing Collaborative Relationships							Improvement Fundamentals					
Generating Public Value									Networks Videos			
Raid										CoPro Visits		
Local System visits		visits										
ASSESMENT												
Leading People	Intro 360									Present 360		
Innovation & Change			Spark		Essay							
Leading Quality and Safety							Reflection		Quality Plan			
Developing Coll Relationships										Reflection		Podcast
WBL 1: Change Projects						Stakeholder map		Project Plan				
LEARNING MENTOR checks												

	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
YEAR TWO												
MODULE												
Generating Public Value	2											
Strategy						1 (power lab)	1 (sim - future scenarios)					
WBL 2 (resilience)			1									
WBL 2: Strategic Project Delivery		1										
AL SETS		0.5		0.5	0.5		0.5	0.5		0.5		
INCLUDING FINAL WORKSHOP											1	
ONLINE/ BLENDED												
Innovation and Change												
		NHS FFF online										
Strategy						Strategy - RSA/Kings Fund						
WBL 2: Strategic Project Delivery			WBL: ULAB									
Raid						Integration						
ASSESSMENT												
Generating Public Value	Presentation		Baseline Data									
Strategy							Spark		Essay			
WBL 2									Poster		Present	
LEARNING MENTOR checks												

J. Costs and financial support

£18,000 per apprentice over 2 years. Due to new Apprenticeship Levy Standards, if you are employed by a levy paying employer (such as an acute trust) then £14,000 of this cost will be met for you through the levy, with the remaining £4000 being met through a non-levy payment. This equates to £2000 (non-levy payment) per year for the 2-year Masters. We are able to offer it at a discounted rate of £3,000 non levy payment (plus £14,000 levy funded) for Trusts providing cohorts of 18-20 participants. That is a reduction of £1000 per head from the original levy price.

A proportion (£2,700) is provided for the End Point Assessment. The fees are paid by the employer.

The Apprentice Process is described here
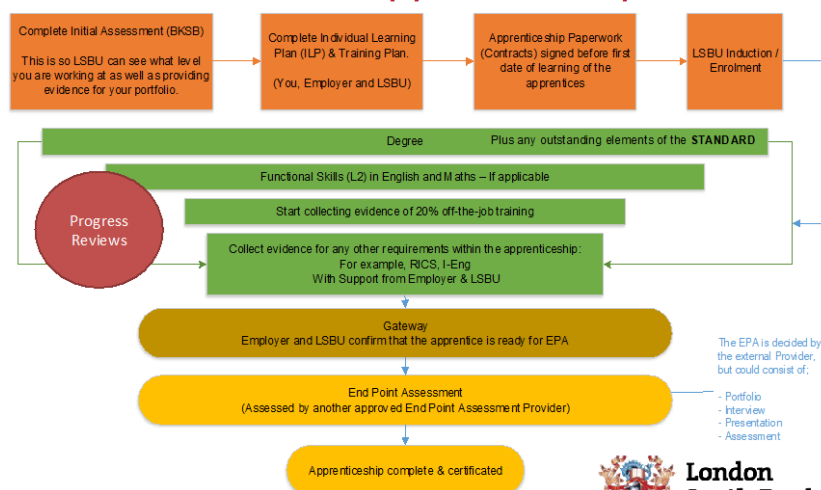
Course related costs

Books and travel costs are not included in the 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 D: Apprentice Standard Mapping

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 student apprentices to monitor their own learning and development as the course progresses.

Modules			Course outcomes																						
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Leading and Developing People	LHS_7_012						✓					✓					✓			✓	✓		✓
7	Innovation and Change for Quality in Health Systems	LHS_7_013	✓											✓	✓	✓					✓		✓		✓
7	Leading Quality and Safety	LHS_7_014				✓						✓				✓								✓	✓
7	Developing Collaborative Relationships	LHS_7_015	✓								✓			✓	✓									✓	
7	Work Based Learning: Change Projects	LHS_7_016	✓					✓		✓			✓			✓					✓		✓		

Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Generating Public Value	LHS_7_017					✓		✓				✓				✓					✓		
7	Health Systems Strategy	LHS_7_018		✓	✓								✓	✓			✓	✓		✓		✓		✓
7	Work Based Learning: Strategic Project Delivery	LHS_7_019							✓	✓			✓	✓		✓	✓	✓	✓	✓				

T Taught
D Developed
A Assessed

a) Apprentices will have knowledge and understanding of:
   A1- How systems function, the role of context and leadership.
   A2- The role of power in inter-departmental and integrated systems change and the theory and practice of collaborative leadership
   A3 - The theory of being strategic in interdependent health systems, and leading innovation in highly professionalised teams
   A4 - The impact of ideology and value systems in effective decision-making for quality and safety.
   A5- Models of governance in collaborations to secure public value
   A6 - How to lead highly effective teams and generate public value.
   A7 - The theory of systemic and personal resilience and how best to utilise these in practice in leading through uncertainty.
   A8- The design, management, implementation and evaluation of a complex work-based change programme spanning multiple agendas and interests.

b) Apprentices will develop their intellectual skills such that they are able to:
   B1- Critically analyse new approaches to health system challenges and their potential effectiveness and impact
   B2 - Evaluate change methodologies and develop critiques of them in relation to current health systems issues and, where appropriate, to propose new approaches.
   B3 - Generate analyse, and synthesise a range of information and make leadership judgments in uncertainty.
   B3 – Reflect on their own clinical leadership practice
   B4- Evaluate the rigour and validity of published research and assess its relevance to a range of contexts for clinical leadership of integrated health systems change.
   B5 - Use existing research and scholarship in the field of collaboration and innovation to identify new or revised approaches to the student's work-place challenges.

c) Apprentices will acquire and develop practical skills such that they are able to:
   C1- Competently lead inter-organisational and system-wide accountable teams undertaking quality change projects, securing shared purpose across stakeholders, and making the most of diverse skills, experience and perspectives.
   C2 – Utilise data effectively to catalyse adaptive capacity in health organisations and systems.
   C3 – Demonstrate self-managed resilient leadership utilising reflective and reflexive processes, and being able to adapt in the face of complex challenges.
   C4- Use established techniques of research and enquiry to develop and interpret knowledge in service to the need for health systems change.
   C5- Communicate effectively using a range of media (for example, orally, in writing, and through digital media).

d) Apprentices will acquire and develop transferrable skills such that they are able to:
   D1- Be adaptable, critical, reflexive, insightful, ethical and socially responsible leaders:
   D2 - Apply personal skills and new knowledge in leading effectively in unpredictable and complex situations
   D3 - Take responsibility for complex health change programmes
   D4 - Take responsibility for continuing to develop their own knowledge and skills.

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.	All apprentices are assigned a personal tutor to develop their own PDP related to their personal learning needs. The tutor meets with the apprentice at the outset of the Masters to review learning needs and the Project Challenge proposals The Tutor and the on-site supervisor review the apprentice's progress against the Apprentice standards every month. We have allocated 1 hour a month for this face to face tutorial review. Apprentices will be supported by the Course Director in relation to their pastoral/pathway needs through to the end of the programme
2 Supporting the development and recognition of skills in academic modules/modules.	- An introduction to studying and writing at masters level will take place in the Orientation sessions - Through the masters modules and assessments, s will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts - Academic tutorials will be provided by all module leaders to support Apprentices developing written work/exam preparation and preparing for practical sessions via webex or f2f. - Marking grids will be used by all markers for all assessments and are published in each module guide - Across the modules, written feedback will be given to Apprentices from assessments, which is specific and state areas for improvement; facilitating Apprentices to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts. - Apprentices will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through their projects in relation to evidence based practice related to Leading social change - Apprentices IT skills will be further developed by an advanced data searching session provided by the library and subsequent use of

	- search engines, data bases, on-line learning resources and remote access journal facilities - IT skills will be further developed by the use of Moodle to provide Apprentices with key information and supplementary material to support their learning - Apprentices will be required to undertake a 360 narrative feedback exercise in the early stages of the programme to evaluate their strengths/weaknesses in relation to their future leadership role. - Apprentices are required to review their skills development and project and application progress in their Action Learning Sets.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	- All of the Modules map onto the Apprentice standard and progress is tracked using One File. - Apprentices s will develop their ability to work in interdisciplinary groups, and lead as peers in leading effective change projects. This is practiced in their group work and group learning experiences undertaking visits to centres of innovation; in their sessions with guest leaders from the social change system; in their Action Learning groups and in their workplace projects. - Significant learning takes place in the Action Learning Sets. - Skills in Inquiry and critical analysis are taught throughout all Modules with a specific focus in the work based learning modules. - Practical skills e.g. negotiation skills and resilience skills are provided in the Module workshops - Two simulations are provided as a 1-day experiential encounters. - The ability to reflect on their practice and use problem-solving skills in familiar and unfamiliar situations is developed in the modules and continues throughout the projects in their organisations.
4 Supporting the development and recognition of skills through research projects and dissertations work.	- All of the modules will develop Apprentices' ability to critically appraise research in relation to systems change and clinical leadership. - There are two work based learning modules with assessments based on their application of learning to projects.
5 Supporting the development and recognition of career management skills.	This will continue with Apprentices developing: - Skills in writing a full project proposal and implementation of a project plan - Presentation skills

	- Their ability to communicate a coherent argument in class discussions, debates and through assessments - Their ability to synthesise information and concepts through class discussions, debates and through written assessments - Group-working within an action learning format
6 Supporting the development and recognition of career management skills through work placements or work experience.	- Apprentices will have the opportunity to reflect on their progress with practice based learning through completion of their Learning Journals, project proposal and assignments. - The Apprentice Masters includes additional evidence against the standards and alongside the academic skills Apprentices will undertake relevant management skills including: - Business planning skills - Team development skills - Strategic skills and developing strategy - Stakeholder engagement - Collaborating with communities and across organisations - Apprentices will receive formative feedback from tutors and their Action Learning set peers. - Apprentices will be encouraged to reflect on their role within their workplace/ community during their projects with their peers. - The project is a significant part of programme, and the Apprentices will be required to review their progress with their own organisation/ system and with their peers.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	- The Apprentices are joined into a Linked in group with tutors and speakers and opportunities for further development are provided by all members of the group, these include additional learning opportunities provided by the LSBU Health Systems Innovation Lab. - There are senior leaders joining modules to present their experience and opportunities are provided for Apprentices to network with these leaders for professional development
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	- There will be opportunities for reflection throughout the course, allowing for Apprentices to develop skills and challenge attitudes and practice. - Skills and attitudes which support continuing professional development will be encouraged and facilitated in the modules and action learning

	• Apprentices will be encouraged to consider their future goals and aspirations through completion of a 360 narrative feedback process within the programme which is reviewed with their peers to lead to revisions in their personal development action plan
9 Other approaches to personal development planning.	Apprentices will be asked to participate in the programme Evaluation.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	▪ This will be supported throughout the masters through the LSBU Apprentice online platform – One File. ▪ In the preparatory 1:1 with the tutor, Apprentices will be undertaking prior self-assessment. ▪ A 360 narrative feedback process during their first year is used for personal reflection and planning ▪ In addition, self-reflection and evaluation will occur in their 1:1 monthly tutorials, on group activities in taught sessions, Action Learning and in the Co-consulting sessions reviewing progress on the projects.

Appendix D: Terminology

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

independent learning	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
intensity of study	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
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	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
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	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)
seminar	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
summative assessment	formal assessment of students' work, contributing to the final result
term	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)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	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
workload	see 'total study time'
written examination	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

Appendix D: Senior Leader Masters Apprentice Mapping Document

Knowledge	What is required	How this is delivered	How Assessed
Organisational Performance – delivering a long-term purpose			
Strategy	K1: Knows how to shape organisational vision, culture and values.	Module 7: Health Systems Strategy	Summative Assessment: A 4000 word written assignment. Critically review and contrast the NHS Five Year Forward View (2013) and the Long Term Plan (2019) in terms of the strategic approach to address complex (wicked) problems. Review your local health system's strategic approach in response to policy. Include 1000 words on your own systems strategic approach to, or how you would develop strategy for complex issues in the NHS.
	K2: Understands organisational structures; business modeling; diversity; global perspectives; governance and accountability; the external environment, social, technological and policy implications.		Attend an system strategic board (CCG/ Federation/ Locality/Provider/ ICS) and critique the power dynamics at play and the extent to which the group exhibits strategic behavior rather than planning. Post your reflection in your portfolio
	K3: Understands new market strategies, changing customer demands and trend analysis.		As for K1

Innovation & Change	K4: Understands innovation; the impact of disruptive technologies (mechanisms that challenge traditional business methods and practices); drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability.	Module 2 Innovation and Change for Quality in Health Systems	Summative Assessment: A 4000 word essay. Critically review an innovation in health care delivery you have access too using the theories provided in the programme in relation to tame and wicked problems, and the change process. Within this assignment provide a 500-1000 word reflection on the implications for your health system.
	K5: Knowledge of systems thinking, knowledge/data management, and programme management.		Formative: Provide a spark report as a coaching group that identifies the key quality challenges to your health system, and the generators of these challenges.
Enterprise & Risk	K6: Knowledge of ethics and values based leadership; regulatory environments, legal, H&S and well-being and compliance requirements; corporate social responsibility; risk management, environmental impact and cyber security.	Module 3: Leading Quality and Safety	Formative: Provide a 500 word reflection on ethical decision-making based on your Board Observation and internal audit, using the ethical decision-making framework provided in the Module. Upload to your portfolio.
	K7: Understands competitive strategies and entrepreneurialism, approaches to effective decision-making, and the use of big data and insight to implement and manage change.	Module 6: Generating Public Value Undertake department Business Plan	Provide your business plan for the department and upload

Finance	K8: Understands financial strategies including scenarios, modelling and identifying trends, application of economic theory to decision-making, and how to evaluate financial and non-financial information.	Module 6: Generating Public Value Attends a key organizational meeting or remuneration committee related to finance	Provide a 4000 word written assignment on the Evaluation Model and Metrics for your Challenge Project. Identify the evaluation framework you are using, providing an explanation on your rationale for this choice. Identify the rationale for your baseline metrics, and provide a review of your baseline data. Provide a schedule of your data points and methods for the whole project. Upload to your online portfolio. Incorporate a 500 - 1000 word reflection on your learning on the role of data in decision-making.
	K9: Understands financial governance and legal requirements, and procurement strategies.		Formative Provide a short presentation to your peers on your public value proposition for your change project
Interpersonal Excellence – leading people and developing collaborative relationships			
Leading & Developing People	K10: Knowledge of organisational/team dynamics and how to build engagement and develop high performance, agile and collaborative cultures.	Module 1: Leading and Developing People Workplace: Shadowing Senior Leader in the Trust	Formative: Provide a 500 word reflection on learning from Shadowing Senior Leader in the Trust in relation to how the leader develops constructive working relationships between clinicians and managers. Upload this reflection to your portfolio.

	K11: Understands approaches to strategic workforce planning including talent management, learning organisations, workforce design, succession planning, diversity and inclusion.	Apprentice Organisation: HR Master class on managing poor performing staff, and talent management	Apprentice Organisation: Post workshop questionnaire on learning from HR Master class on managing poor performing staff, and talent management.
Developing Collaborative Relationships	K12: Understands large scale and inter-organisational influencing and negotiation strategies.	Module 4 Developing Collaborative Relationships Module 5: Work Based Learning: Change Projects Stakeholder interviews for the project	Summative Assessment: Design and provide a Podcast explaining the opportunities and challenges of one of the following topics with a resource pack to accompany: Collaborating across systems for complex care or Collaborating with Communities The resource pack should include a summary of the podcast, relevant reading materials and online resources. This podcast should introduce the need for this approach, the underlying theories, examples of good practice, the challenges of this approach, and your views on the future for this approach. Provide a Review of Board Observation
	K13: Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders.	Module 4 Developing Collaborative Relationships	
	K14: Understands working with board and company structures. Knowledge of brand and reputation management.	Module 4 Developing Collaborative Relationships Interview the CEO re leading networks and leading hierarchies	

Skills	What is required	How this is delivered	How Assessed
Organisational Performance – delivering a long-term purpose			
Strategy	S1: Use of horizon scanning and conceptualisation to deliver high performance strategies focusing on growth/sustainable outcomes.	Module 7: Health Systems Strategy	Formative: Provide a Spark report in your coaching circle on your learning from the Power Lab simulation, paying particular attention to the role of the tops and middles in systems
	S2: Sets a clear agenda and gains support from key stakeholders.	Module 7: Health Systems Strategy Module 5: Work Based Learning: Change Projects	Formative: Provide a Stakeholder Map with the interview schedule for your stakeholder interviews, and the rationale for this schedule. Upload to your portfolio.
	S3: Able to undertake research, and critically analyse and integrate complex information	Module 8: Work Based Learning: Strategic Project Delivery	Formative: Provide a Project Poster summarising the key issues, and including the rationale, method and impact of the project.
Innovation and Change	S4 Initiates and leads change in the organisation, creates environment for innovation and creativity,	Module 2 Innovation and Change for Quality in Health Systems	S4 and S7: Supervise a small scale innovation in your directorate/ team – Provide notes of your role

	establishing the value of ideas and change initiatives and drives continuous improvement.		
	S5 Able to manage conflict	Module 5: Work Based Change Project	Review a difficult conversation you have had with a work colleague where you used the techniques provided in the workshop.
	S6 Manages partnerships, people and resources effectively, and measures outcomes.	Module 5: Work Based Learning: Change Projects Planning the project including a business plan for resource requirements. Module 8: Work Based Learning: Strategic Project Delivery	Summative Assessment: Provide a Written Project Plan
	S7 Acts where needed as a Sponsor, championing projects and transformation of services across organisational boundaries.	Module 2 Innovation and Change for Quality in Health Systems	S4 and S7 : Supervise a small scale innovation in your directorate/ team – Provide notes of your role
Enterprise and Risk	S8 Challenge strategies and operations in terms of ethics, responsibility, sustainability, resource allocation and business continuity/risk management.	Module 3: Leading Quality and Safety Observe Board decision-making using our ethical decision making principles	Observe Board decision-making using our ethical decision making principles and critique with your coaching circle. Provide feedback as a group to the Chair and CEO (or

		and critique with your coaching circle. Provide feedback as a group to the Chair and CEO (or other Board member)	other Board member). Upload feedback.
	S9 Application of principles relating to Corporate Social Responsibility, Governance, Regulatory compliance.	Module 3: Leading Quality and Safety (Regulatory compliance) Module 6: Generating Public Value (Governance, Social responsibility) Undertake an audit of your department governance and make recommendations for change	A 4000 word essay. Provide A Service Development Quality Plan, describing the context for the plan, the focus of the plan, the chosen quality improvement or change method, and the key deliverables. Explain how this plan is designed to secure sustainability. Include a 500 reflection on your learning about governance in relation to securing quality health services. Undertake an audit of your department governance and make and upload recommendations for change
	S10 Drives a culture of resilience and supports development of new enterprise and opportunities.	Module 8: Work Based Learning: Strategic Project Delivery	Personal journal/diary for two weeks observing personal skills and values including your own confidence, trust, and reflect on what learnt, reflecting on your resilience. Upload reflection.
Finance	S11 Oversees financial strategies/management, results and setting organisational budgets, and	Module 6: Generating Public Value	Construct data model (ROI) on your Challenge project, utilizing real-time data where possible. Upload to portfolio

		Construct data model (ROI) on your Challenge project, utilizing real-time data where possible.	
	challenges financial assumptions underpinning strategies.		
	S12 Is accountable for decisions based on relevant information e.g. Key Performance Indicators/scorecard. Uses financial data to allocate resources.	Undertake Department Business plan	Undertake Department Business plan (as per K7) and upload
	S13 Oversees procurement, supply chain management and contracts.		

Interpersonal Excellence – leading people and developing collaborative relationships

Engaging Employees	S14: Uses personal presence and "storytelling" to articulate and translate vision into operational strategies, demonstrating clarity in thinking and using inspirational communication.	Module 5: Work Based Learning: Change Projects Module 7: Health Systems Strategy	Review the strategy for your department/service using data to inform your recommendations.
	S15: Creates an inclusive culture, encouraging diversity and difference.	Module 5: Work Based Learning: Change Projects Module 8: Work Based Learning: Strategic Project Delivery	Generating Project Purpose with stakeholders (part of assessment for S6 and B7)
	S16: Gives and receives feedback at all levels, building confidence and developing trust, and enables people to take risks.	Module 1: Leading and Developing People –	Summative: After undertaking all the 360 narrative feedback interviews, collate the results and present your summary to your Action Learning Set,

		Skills in Feedback and the 360 narrative feedback process	and provide a 4000 word written report. Upload the summary to your online portfolio.
Leading and Developing People	S17: Enables an open and high performance working, and sets goals and accountabilities for teams and individuals. S18: Leads and influences people, building constructive working relationships across teams, using matrix management where required. S19: Ensures workforce skills are utilised, balancing people and technical skills and encouraging continual development.	Module 1 Leading and Developing People Staff Development Plan for all staff Team Development Activity	S17 – 19 Staff development plan for all staff Team development activity – design notes and reflection (same as for B8 below)
Building Collaborative Relationships	S20: Manages complex relationships across multiple and diverse stakeholders. Builds trust and rapport, with ability to positively challenge.	Module 4 Developing Collaborative Relationships Find some examples of effective Primary Care Networks and review your own local developments against these Module 8: Work Based Learning: Strategic Project Delivery	Formative: Provide a 500 word reflection of the impact of collaborative models on your professional identity(B6 and B7)

	S21: Leads beyond area of control/authority, and able to influence, negotiate and use advocacy skills to build reputation and effective collaborations.	Module 7: Health Systems Strategy Immersion in local context a series of shadowing sessions, visits and inquiry interviews to scope the project – CCG, Primary Care, Acute, Community, STP, MH, Third Sector. Module 8: Work Based Learning: Strategic Project Delivery	Provide a summary of the local context for your change work.

Behaviours	What is required (developed and exhibited in the workplace)		
Personal and interpersonal effectiveness			
Leads by Example	B1 Has high levels of self-awareness, emotional and social intelligence, empathy and compassion, and able to identify mental well-being in others.	Module 1 Leading and Developing People Staff Appraisal for all staff	• Staff Appraisal – reflective note
	B2 Works collaboratively enabling empowerment and delegation.	Module 4 Developing Collaborative Relationships	• Provide a 20minute Presentation of your Challenge Project identifying how you applied the practical and theoretical learning

		1 day Coproduction Raid (visit to see Coproduction in practice and review) Module 5: Work Based Learning: Change Projects Generating Project Purpose with stakeholders Module 8: Work Based Learning: Strategic Project Delivery	from the Module. Provide the context, approach, and impact of the Challenge. Reflect on the lessons from this work for your organisation, the health system and for yourself. (same as for B10)
	B3 Acts with humility and authenticity, is credible, confident and resilient.	Module 1 Leading and Developing People Feedback skills	360 Narrative Feedback
Judgment and Challenge	B4 Takes personal accountability aligned to clear values. Demonstrates flexibility and willingness to challenge when making decisions and solving problems.	Module 6: Generating Public Value Undertakes a small scale change using data to identify the issue and provide feedback on the effectiveness of the change process	Undertakes a small scale change using data to identify the issue and provide feedback on the effectiveness of the change process. Upload feedback

	B5 Instills confidence demonstrating honesty, integrity, openness, and trust.	Module 4 Developing Collaborative Relationships Undertake a small piece of work/change/project with a peer in the organisation	Undertake a small piece of work/change/project with a peer in the organisation and peer review the process of working together as you go along
Courage & Curiosity	B6 Is confident and brave, willing to innovate, seeks new ideas and looks for contingencies.	Module 2 Innovation and Change for Quality in Health Systems	Take the initiative to address issues that require innovative responses in your own team and department. Find out the best practice for the issue and use this with your team to explore options. Upload session notes.
	B7 Manages complexity and ambiguity, comfortable in uncertainty, and is pragmatic.	Module 5: Work Based Learning: Change Projects Understand programme management model in use in the organization	Summative Assessment: Provide a Written Project Plan
Valuing Difference	B8 Engaging with all – is ethical and demonstrates inclusivity, recognising diversity, championing, and enabling cultural inclusion.	Module 1 Leading and Developing People Provide team development activity Module 8: Work Based Learning: Strategic Project Delivery	Team development activity – design notes and reflection

	B9 Empowers and motivates to inspire and support others.	Module 7: Health Systems Strategy	
Professional	B10 Reflects on own performance, demonstrates professional standards in relation behaviour and ongoing development.	Module 1 Leading and Developing People Module 8: Work Based Learning: Strategic Project Delivery	Provide a 20minute Presentation of your Challenge Project identifying how you applied the practical and theoretical learning from the Module. Provide the context, approach, and impact of the Challenge. Reflect on the lessons from this work for your organisation, the health system and for yourself.
	B11 Advocates the use of good practice within and outside the organisation.	Module 3: Leading Quality and Safety Bring the learning from the programme to your team, providing a short seminar on Quality and Safety using best practice examples	Bring the learning from the programme to your team, providing a short seminar on Quality and Safety. Upload your learning plan.