

## Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MSc Leadership and Service Improvement in Health Care – Top Up										
<b>Intermediate exit award title(s)</b>	None										
<b>UCAS Code</b>		<b>Course Code(s)</b>	MSc Top Up - 5309								
	London South Bank University										
<b>School</b>	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS										
<b>Division</b>	Advanced Clinical Practice										
<b>Course Director</b>	Judith Enterkin										
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: <i>please specify</i>										
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Mode</th> <th style="width: 25%;">Length years</th> <th style="width: 25%;">Start - month</th> <th style="width: 25%;">Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>1</td> <td>September</td> <td>August</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	1	September	August
	Mode	Length years	Start - month	Finish - month							
Part time	1	September	August								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	No										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	July 2017									
	Course specification last updated and signed off	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 Competitions and Markets Authority SEEC Level Descriptors 2021									
<b>B. Course Aims and Features</b>											
<b>Distinctive features of course</b>	The MSc Top-up will be offered to students who have completed the PGDip Leadership and Service Improvement and wish to progress to the full MSc. The Top- up will consist of the 60 credit Dissertation module which is a cross-school module which is offered throughout all Level 7 provision.										

	<p>The Dissertation module provides the student with the opportunity to undertake original enquiry in a chosen area of professional practice, either through a systematic review of the literature or a research/work-based project such as service evaluation or audit. Students will be able to consolidate and extend their knowledge and understanding of research and evaluation design and associated methods of enquiry during six taught sessions. They will subsequently be supported by a named supervisor to develop the practical skills necessary to plan and carry out their chosen project.</p> <p>The MSc Leadership and Service Improvement is intended to enable experienced qualified nurses, midwives and allied health professionals to develop their leadership knowledge and skills to meet the evolving aspirations of the NHS (NHS Constitution 2013). The continuing impetus for this PGDip Leadership and Service Improvement Programme stems from current government policy which emphasises the need for strong leadership in delivering high quality services with care and compassion, linked to improved patient pathways and outcomes (after Francis 2013). As a consequence, the demand for high quality leadership education and training which supports key components of the Healthcare Leadership Model (NHS Leadership Academy, 2013) and delivers a recognised masters level qualification continues to grow. Successful leadership of health care improvement combines service specific knowledge from clinical experts, improvement know-how and change management skills (King's Fund 2012). This programme supports new and developing clinical leaders in the development of improvement know-how with the skills and knowledge of change management processes, such as team building, handling relationships, developing and communicating a vision, to engage with multiple stakeholders.</p>
<p><b>Course Aims</b></p>	<p>The MSc Leadership and Service Improvement in Health Care aims to:</p> <ol style="list-style-type: none"> <li>1. To develop leaders capable of improving and innovating health and social care delivery in a range of settings.</li> <li>2. To develop a critical awareness of self in the leadership of service delivery and innovation.</li> <li>3. To develop leadership knowledge and skills, underpinned by relevant theories and models of leadership, which can be applied flexibly and appropriately to the enhance the delivery of a quality, evidence based service linked to service user, staff and organisational outcomes.</li> <li>4. To enhance critical awareness and reflection on the interfaces between policy, research, commissioning, service and practice.</li> <li>5. To develop the knowledge, understanding, insight and skills required to influence changes in service which benefit patients, public, staff and organisations.</li> <li>6. To develop knowledge and enhance awareness of the importance of team working, collaboration, partnership and networking with key stakeholders across organisational and professional boundaries to achieve leadership objectives which deliver high quality person centred care.</li> <li>7. To apply research methodologies effectively in the delivery of an evidenced- based service.</li> <li>8. To develop an in-depth knowledge and critical appreciation of a range of</li> </ol>

	<p>contemporary research methods which can be applied to different health and social care contexts.</p> <p>9. To conduct a focused, independent research-oriented study at Masters level, demonstrating independence, critical appraisal, research skills and originality in approach and relevance for service or practice.</p> <p>10. To enable students to contribute to the advancement of their practice and the they deliver by their professional development and life-long approach to learning.</p>
<p><b>Course Learning Outcomes</b></p>	<p>a) <b>Students will have knowledge and understanding of:</b></p> <p>A1 The role of leadership in the improvement of quality and cost effectiveness in service delivery which is centred around the patient/service user.</p> <p>A2 Evolving theories and approaches to leadership in complex healthcare organisations.</p> <p>A3 Preferred personal leadership styles and their impact on self and others.</p> <p>A4 Contemporary theories and approaches to effective change management in complex organisations.</p> <p>A5 Contemporary quality improvement methodologies and their application in healthcare today</p> <p>A6 Processes for identifying areas for service innovation which harness the contributions of key stakeholders, including patient's/service users.</p> <p>A7 The nature of research knowledge and its relationship to professional health care practice, health and social care improvement.</p> <p>A8 The complexity of service delivery and begin to explore the challenges in service redesign bringing together services that currently different parts of the patient journey.</p> <p>b) <b>Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 Critically appraise evolving theories of leadership and change management in the context of health care practice and innovation.</p> <p>B2 Critically appraise formal and informal methods used to evaluate service innovations.</p> <p>B3 Critically analyse policies and research evidence underpinning diverse aspects of leadership, service and workforce improvement.</p> <p>B4 Integrate and synthesise the knowledge base in relation to quality improvement strategies, tools and techniques</p> <p>B5 Critically evaluate features and application of research designs and methods applicable in health care settings.</p> <p>B6 Present reasoned arguments for choice of perspectives and methodology in health and social care research designed to evaluate and improve service quality.</p> <p>c) <b>Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1 Develop team working, partnership building and collaborative skills.</p> <p>C2 Develop and present a business case for change designed to improve service quality.</p> <p>C3 Formulate evidence-based strategies and practical plans for service innovation, linked to measurable outcomes.</p> <p>C4 Identify research tools and techniques; develop ways of applying them in</p>

	<p>practice.</p> <p>C5 Demonstrate an understanding of practical issues relating to allocation of resources to a service improvement proposal.</p> <p>C6 Develop and enhance critical reflection skills in self and others.</p> <p>C7 Utilise team and partnership working and influencing skills to promote service change for the development of integrated services.</p> <p style="text-align: center;"><b>d) Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1 Search research databases, policy websites and professional networks to retrieve, identify and critically appraise evidence for diverse aspects of leadership, service and workforce improvement.</p> <p>D2 Demonstrate critical understanding of own preferred leadership style and their own role in leadership within the context of current position and organisation and for future development.</p> <p>D3 Demonstrate transferable team working skills within the group learning process, collectively and individually.</p> <p>D4 Demonstrate adaptability, insight, originality and capacity for reflection in planning and executing a research study at masters' level.</p>
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#### **D. Assessment**

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

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

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

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

In order to be considered for entry to the course(s) applicants will be required to have the following qualifications:  
 Entrants to the programme hold current registration with either the NMC or HPC [with only a few exceptions], and are normally expected to hold a first degree in a health related subject and have at least three years' post-qualification experience. Entrants are normally employed in a leadership role, or with leadership as a core component of their role in the health care setting.

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

##### **MSc Top Up – 60 Credits**

TAR_7_010	Dissertation
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#### **Placements information**

None

## H. Course Modules

Timetable will be on Moodle

Module Code	Module Title	Level	Semester	Credit value	
TAR_7_010	Dissertation	7	Both	60	

## I. Timetable information

- Timetables will be on moodle

## J. Costs and financial support

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

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

## List of Appendices

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

### Appendix A: Curriculum Map

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

Modules			Programme Outcomes																								
	Title	Code	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	B 5	B 6	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4
7	Dissertation	TAR_7_010					D A	D A								D A				D	A	D	D	D A			D A

