Course Addendum: Changes to 2020/21 Teaching In Response to Covid-19

Whilst we hope to deliver as much activity on-campus as possible, the government's guidance and social distancing measures will inform how much teaching we can deliver face-to-face in the 2020/21 academic year. Working to government guidelines we have adapted the delivery of our courses to a model of blending learning, which consists of a mix of online and on-campus activities. We are equipped to move between blended learning to fully online, or face–to–face, as the Covid-19 situation evolves.

The learning outcomes of your course remain the same but there are changes to its delivery, assessment and structure, as set out in the Changes section of this document. The subsequent pages of this document contain the original teaching and learning schedule of this course, for your reference.

24th July 2020

Course Details

Course Title(s)	*Pg Dip Radiographic Reporting (Top up) (PT)*
	5065
Course Director	Michael Williams
Shared Modules?	TAR_7_011

Changes to sequencing of modules:

No change required	None required		
Module code and name (please list by level)	**S2→S1**		**S1→S2**
AHP_7_100			No change required
AHP_7_019			No change required

Changes to the mode of delivery and course composition

Module code and name	Changes to delivery mode			
AHP_7_100	Delivered entirely online in semester 1 Face to face lectures are replaced a combination of flipped teaching and webinars	**CURRENT**		**NEW**
		Lectures and seminars:	24	24
		Blended learning:	26	26
		Mentor supervised reporting	50	50
		Self-directed:	100	100

		Total	200	200
AHP_7_019	Semester 1 module. Delivery changed to online. Lecture replaced with online webinars.	Contact Blended Self-directed Total	24 26 150 200	24 26 150 200

Changes to assessment strategy

No change required	

Module code and name	Changes to weightings of assessment	
	Current	**New**
AHP_7_100	CW 1: Reporting Portfolio Ex1: Progression Reporting exam Ex2: OSCE exam	No change required No change planned. No change required.
AHP_7_019	Ex1: Poster presentation	No change required

For reference, the following pages contain the original teaching and learning schedule of this course, prior to the changes implemented in response to Covid-19.

A. Course Information	
Final award title(s)	MSc Leadership and Service Improvement in Health Care
Intermediate exit award title(s)	Post Graduate Certificate in Leadership in Health Care Post Graduate Diploma in Leadership and Service Improvement in Health Care
UCAS Code	**Course Code(s)** MSc 3904 PGD 5308 PGC 5307 MSc Top Up - 5309
	London South Bank University
School	☐ ASC ☐ ACI ☐ BEA ☐ BUS ☐ ENG ☒ HSC ☐ LSS
Division	Adult Nursing
Course Director	Judith Enterkin
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☐ Other: please specify
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify

Length of course/start and finish dates				
	Mode	**Length years**	**Start - month**	**Finish - month**
	Part time	3	September	August

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

Approval dates:	Course(s) validated / Subject to validation	July 2017
	Course specification last updated and signed off	September 2019

Professional, Statutory & Regulatory Body accreditation	None

Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

	B. Course Aims and Features	
Distinctive features of course	This programme 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 MSc Leadership and Service Improvement Programme stems from current government policy which emphasises the need for strong leadership in delivering high quality services with care and compassion, linked to improved patient pathways and outcomes (after Francis 2013). As a consequence, the demand for high quality leadership education and training which supports key components of the Healthcare Leadership Model (NHS Leadership Academy, 2013) and delivers a recognised masters level qualification continues to grow. Successful leadership of health care improvement combines service specific knowledge from clinical experts, improvement know-how and change management skills (King's Fund 2012). This programme supports new and developing clinical leaders in the development of improvement know-how with the skills and knowledge of change management processes, such as team building, handling relationships, developing and communicating a vision, to engage with multiple stakeholders.	
Course Aims	The MSc Leadership and Service Improvement in Health Care aims to: 1. To develop leaders capable of improving and innovating health and social care delivery in a range of settings. 2. To develop a critical awareness of self in the leadership of service delivery and innovation. 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. 4. To enhance critical awareness and reflection on the interfaces between policy, research, commissioning, service and practice. 5. To develop the knowledge, understanding, insight and skills required to influence changes in service which benefit patients, public, staff and organisations. 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. 7. To apply research methodologies effectively in the delivery of an evidenced- based service. 8. To develop an in-depth knowledge and critical appreciation of a range of contemporary research methods which can be applied to different health and social care contexts. 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. 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.	
Course Learning Outcomes	a) **Students will have knowledge and understanding of:**	

A1 The role of leadership in the improvement of quality and cost effectiveness in service delivery which is centred around the patient/service user.
A2 Evolving theories and approaches to leadership in complex healthcare organisations.
A3 Preferred personal leadership styles and their impact on self and others.
A4 Contemporary theories and approaches to effective change management in complex organisations.
A5 Contemporary quality improvement methodologies and their application in healthcare today
A6 Processes for identifying areas for service innovation which harness the contributions of key stakeholders, including patient's/service users.
A7 The nature of research knowledge and its relationship to professional health care practice, health and social care improvement.
A8 The complexity of service delivery and begin to explore the challenges in service redesign bringing together services that currently different parts of the patient journey.

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

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

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

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

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

	D1 Search research databases, policy websites and professional networks to retrieve, identify and critically appraise evidence for diverse aspects of leadership, service and workforce improvement. D2 Demonstrate critical understanding of own preferred leadership style and their own role in leadership within the context of current position and organisation and for future development. D3 Demonstrate transferable team working skills within the group learning process, collectively and individually. D4 Demonstrate adaptability, insight, originality and capacity for reflection in planning and executing a research study at masters' level.

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)

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

Module Code	Module Title	Level	Semester	Credit value	Assessment
TAR_7_010	Dissertation	**7**	60		

Placements information

None

H. Course Modules					

Timetable will be on Moodle

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

LSI_7_002	Nursing and Midwifery				
LSI_7_002	Developing Personal resilience and influence	**7**	Both	20	4000 word Essay
TAR_7_010	Dissertation	7	Both	60	1. A 12,000 word dissertation on either a research/work-based project such as service evaluation or audit. 2. A 12,000 word dissertation on a mini systematic review – a review that aspires to the rigor of a Cochrane review but recognises the student has time limits. An academic paper suitable for publication in a peer-reviewed Journal (approx. 5,000 words) plus literature review (5,000 words).

I. Timetable information

- Timetables will be on moodle

J. Costs and financial support

Tuition fees/financial support/accommodation and living costs

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

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning (postgraduate courses)

Appendix C: Terminology

Appendix A: Curriculum Map

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

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

Level	Module	Code																			
	Leading Service Change					A	A		A	A						A	A	A			
7	Core - Research in health and social care	TAR_7_011						TDA			TDA	TDA	TD			TDA		D		TD	
	OR THESE																				
7	Option developing personal resilience and influence	LSI_7_002			TDA									TD				TD			TDA
7	Option Professional leadership of leading nursing and midwifery	LSI_7_003	TDA	TD				TD			TDA					D		TDA	D

Appendix B: Personal Development Planning

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

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

The means by which self-reflection, evaluation and planned development are supported, for example, electronic or paper-based learning log or diary.	Development diary facilitated by module leaders and supervisors.

Appendix C: Terminology

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

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
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