

### Course Specification

<b>A. Course Information</b>											
<b>Final award title(s)</b>	MA Leading Social Change										
<b>Intermediate exit award title(s)</b>	PG Cert Leadership in Health (Darzi) PG Cert Systems Change: Collaborative Communities PG Dip Leading Social Change										
<b>UCAS Code</b>		<b>Course Code(s)</b>	5477								
	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>	Prof Becky Malby										
<b>Delivery site(s) for course(s)</b>	x Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Croydon Other:										
<b>Mode(s) of delivery</b>	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify										
<b>Length of course/start and finish dates</b>	Note Year One has two Tracks: Track One: PGCert Leadership in Health (Darzi) Track Two: PGCert Systems Change; Collaborative Communities <table border="1" data-bbox="638 1108 1540 1209"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Part time</td> <td>2</td> <td>September</td> <td>July</td> </tr> </tbody> </table>			Mode	Length years	Start - month	Finish - month	Part time	2	September	July
Mode	Length years	Start - month	Finish - month								
Part time	2	September	July								
<b>Is this course generally suitable for students on a Tier 4 visa?</b>	<b>No</b> - all students need to be employed in the UK										
<b>Approval dates:</b>	Course(s) validated / Subject to validation	March 2019									
	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 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									

<b>B. Course Aims and Features</b>	
<b>Distinctive features of course</b>	<p>The Masters Leading Social Change aims to equip leaders in health, social care, criminal justice, third sector, clergy/faith leaders, community development, and education sectors to lead complex social change in an age of increasing complexity and disruption.</p> <p>Increasingly leaders in the field of social change are finding that traditional approaches are not sufficient for integration and collaboration between services and sectors, to meet social need in a highly connected world. No one organisation can either meet need or solve social problems. Leaders are finding themselves in a new world of peer-based collaboration and interdependency.</p> <p>This innovative degree offers both face-to-face and blended learning experiences. It is delivered using a mixture of workshops, online seminars, group discussions with other students including a regular learning circle co-consulting group, and learning Journey visits and immersions. Learning takes place through reflective practice and inquiry, both in terms of the lived experience in the learning environment and application to the community or workplace. The highly participative nature of the workshops and groups enables students to experience collaborative leadership and peer learning, exchanging ideas and experiences with the group, and immediately applying new approaches and methodologies to practice. Students are exposed to examples of innovation and have the opportunity to expand their network of likeminded communities and people committed to social change.</p> <p><b>Application Through the Social Change Grand Challenge</b>  The learning experience is enriched in Year 1 with a Collaborative Change Project and in Years 2 and 3 with Social Change Grand Challenge(s) unique to the student's system/ community, which is reviewed prior to commencement on the Masters Programme. This a complex social change issue the student is leading locally, that forms the focus for application of knowledge and skills.</p> <p>Students engage with a coach pre-programme to scope out and define the specific change goals for each year and work with a Learning Circle group during each workshop to reflect on personal learning and on applying these lessons immediately to the Grand Challenge(s).</p>
<b>Course Aims</b>	<p><b>The Masters in Leading Social Change aims to develop:</b></p> <ul style="list-style-type: none"> <li>• Leaders with the knowledge and understanding of leading change in complex social environments that require collaboration and partnerships, in order to lead real world change</li> <li>• Leaders who have a deep understanding of human approaches to systems change, and innovation in social change that can be adapted and adopted in their workplace / community</li> <li>• Leaders who can critically appraise evidence-based options for leading effective social change</li> <li>• Leaders who can demonstrate personal and system resilience, and the ability to lead in uncertain times.</li> <li>• Leaders who have brought their learning to bear on a local Grand Challenge, developing a collaborative networked approach to complex change to generate value for the community</li> </ul>

	<ul style="list-style-type: none"> <li>• Leaders with an expanded wide network of critical peers and people committed to social change, with opportunities for learning and partnering together</li> </ul> <p><u>Year One: Track One (validated):</u> The London Darzi Fellowship in Clinical Leadership PG Cert Leadership in Health (Darzi) aims to develop clinical leaders from across the clinical professions to be both confident in and competent to lead and manage complex change across Health and Social Care.</p> <p>The programme aims to develop:</p> <ul style="list-style-type: none"> <li>• Leaders with the knowledge and understanding of leading change in health systems in order to lead the NHS of the future</li> <li>• Leaders who have a deep understanding of new models of care, their benefits, challenges and application</li> <li>• Leaders who can critically appraise evidence-based options for leading effective change</li> <li>• Leaders who can demonstrate confidence, resilience and the ability to lead in times of uncertainty</li> <li>• Leaders who have made an impact on healthcare through the delivery of real change within the programme</li> <li>• Leaders with a wide network of critical friends and alliances to learn from (peer-2-peer learning)</li> </ul> <p><u>Year One: Track 2 (new):</u> PGCert Systems Change: Collaborative Communities aims to develop students:</p> <ul style="list-style-type: none"> <li>• With the knowledge and understanding of collaborative leadership that harnesses the assets of people across communities and institutions in order to lead the health and social care system of the future</li> <li>• Who have a deep understanding of, and ability to innovate in, collaborative models of health and well-being.</li> <li>• Who can critically appraise evidence-based options for leading effective collaborative change for the benefit of people and communities.</li> <li>• Who can demonstrate confidence, resilience and the ability to effect change in partnership with people with diverse experiences, cultures, and power.</li> <li>• Who have made an impact on health and healthcare through the delivery of real change within the programme</li> <li>• With a wide network of critical friends and alliances to learn from peer-2-peer learning</li> </ul>
<p><b>Course Learning Outcomes</b></p>	<p><b>For the MA Leading Social Change, A Students will have knowledge and understanding of:</b></p> <p>A1- How systems function, the role of context and leadership. A2- The principles and practices of leading systemic change through inquiry, networks and relationships A3 - The role of power in systemic social change and the theory and practice of collaborative leadership A4 - The impact of group dynamics in leading effective emergent change. A5 - How to analyse social change problems to determine the generators, and how to communicate this analysis effectively.</p>

A6 - The theory of systemic and personal resilience and how best to utilise these in practice.  
A7 - The design, management, implementation and evaluation of a complex change programme (Grand Challenge).

**Students Exiting with a Pg Dip will have achieved A1 - A6**

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

B1- Critically analyse new approaches to social change challenges and their potential effectiveness and impact

B2 - Evaluate change methodologies and develop critiques of them in relation to current social change issues and, where appropriate, to propose new approaches.

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

B4 – Reflect on their own systemic leadership practice

B5- Evaluate the rigour and validity of published research and assess its relevance to a range of contexts for social change.

B6 - Use existing research and scholarship to identify new or revised approaches to the student's Grand Challenge.

**Students Exiting with a Pg Dip will have achieved B1 - B5**

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

C1- Competently lead inter-organisational and system-wide accountable teams tackling complex social change, securing shared purpose and the benefits of diversity.

C2 - Confidently participate in a wide range of groups as leaders and as peers, cognisant of the group dynamics in action.

C3 – Demonstrate self-managed resilient leadership utilising reflective and reflexive processes.

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

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

**Students Exiting with a Pg Dip will have achieved C2, C3, C5**

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

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

D2 - Apply personal skills and new knowledge in leading effectively, utilising systems power, in unpredictable and complex situations

D3 - Take responsibility for complex social change programmes

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

**Students Exiting with a Pg Dip will have achieved D1, D2 and D4 Specifically, for Year One Track One (Validated):**

## **PGCert Leadership in Health (Darzi)**

### **A: Students will have knowledge and understanding of:**

A1 - The effect of context on leading effective health systems change programmes

A2 - How to analyse health systems problems to determine the causalities, and how to communicate this analysis effectively.

A3 - The range of approaches to change (from the fields of Quality, Coproduction and Systems leadership), and to new models of care, and which of these to utilise to best effect in relation to systems change problems.

A4 - The theory and practice of peer leadership.

A5 - Project design, management, implementation and evaluation for complex change projects.

A6 - How to generate and analyse evidence, and how to make leadership judgements in uncertainty.

### **B: Student will develop their intellectual skills such that they are able to:**

B1 - Critically analyse new approaches to health systems problems 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.

### **C: Students will acquire and develop practical skills such that they are able to:**

C1 - Inquire into and interpret the impact of national and local context for service change programmes.

C2 - Competently lead inter-disciplinary teams including being participants in groups cognisant of the group dynamics in action.

C3 - Demonstrate self-directed, resilient leadership in tackling a systems leadership change programme and be able to reflect on and adapt the leadership approach as required.

C4 - Identify, formulate and apply knowledge of the challenge of engaging diverse views in health systems change programmes

C5 - Review and apply knowledge and understanding of quality initiatives in their local context, articulating their judgement in choosing a particular change model for identified problems.

C6 - Lead change programmes across health and social care systems, cognisant of the systems dynamics in operation.

C7 - Independently design and implement a change project methodology, including an appropriate monitoring and evaluation strategy

### **D: Students will acquire and develop transferable skills such that they are able to:**

D1 - Be responsible and ethical leaders:

D2 - Apply personal skills in leading effectively, utilising systems power, in unpredictable and complex situations

D3 - Take responsibility for complex systems change programmes

### **Specifically, for the Year One Track Two:**

**PGCert Systems Change: Collaborative Communities.**

**A: Students will have knowledge and understanding of:**

A1- Effecting change in health systems and communities in order to improve population health

A2 - How to analyse health and care systems problems to determine the causalities and how to communicate this analysis effectively.

A3 - The range of approaches to collaborative and participative systems change and which of these to utilise to best effect in relation to systems change problems.

A4 - The theory and practice of effecting change with diverse peers, including personal self-awareness.

A5- Change programme design, and implementation for complex change.

A6- How to generate and analyse evidence, and how to make leadership judgements in uncertainty.

**B: Student will develop their intellectual skills such that they are able to:**

B1 - Critically analyse and evaluate where the collaborative approaches can change health and social care services

B2 - Evaluate change methodologies and develop critiques of them in relation to current health and social systems issues and, where appropriate, to propose new approaches.

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

C1 - Competently lead collaborative teams

C2 - Demonstrate self-directed, resilient leadership in tackling a collaborative systems change programme and be able to reflect on, and adapt, their own approach.

C3- Identify, formulate and apply knowledge of the challenges in engaging diverse views in systems change programmes

C4 - Review and apply knowledge and understanding of quality initiatives in their local context, articulating their reasons for choosing a particular change model for identified problems.

C5- Lead a discrete change programmes across health and/or social care systems, taking account of the system, group and personal dynamics in operation.

C6 - Independently design and implement a change project methodology, including an appropriate monitoring and evaluation strategy

**D: Students will acquire and develop transferable skills such that they are able to:**

D1 - Be responsible and ethical relational and facilitative leaders of change

D2 - Mobilise diverse people and groups effectively, utilising creative and innovative problem-solving skills; in complex situations

D3- Communicate effectively with colleagues, communities and stakeholders using a wide range of techniques including storytelling.

**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):

- Adults need to know why they are learning something
- Adults learn through doing
- Adults are problem-solvers
- 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:

- Preparation for learning and identification of the Grand Challenge (C1)
- Presentation of useful theory and exploration of its utility through adult learning methodologies (A)
- Immersion – A learning Journey Visit to explore effective social change in a system (A)
- Myers Briggs Type Indicator as a way of understanding diversity (A4)
- Leadership Inquiry – interviews with senior leaders in health and social care as a group and individually (A)
- Co-consulting in peer groups (C)
- Action Learning Groups (Learning Circles) – for the application ideas into practice and into the student's Grand Challenge. (C and D)
- Practice Workshops to develop leadership skills (C, D)
- Reflective Practice / Experiential Group (C and D)
- Simulation Experience to develop skills in systems leadership (A, C)
- Interviews with stakeholders for the projects, to be reviewed in the Action Learning Sets. (C)
- Designing and leading a Social Change project (the Grand Challenge) in their local context. (B, C, D)
- Student-led seminars based on set reading (A)
- Online support to facilitate independent learning through the University VLE which will provide tutorial Q&A sessions with tutor, additional reading, links to sources of research and national policy, module PowerPoint presentations and reading lists. These tutorials could either be synchronous or asynchronous. (A)
- Learning journals (A, C)
- 360-degree narrative feedback (B, C)
- Research and Inquiry skills in the workplace (including data review and synthesis skills) (B, C)
- Report writing and academic conventions (B)
- Assessments of understanding through assignments to demonstrate knowledge of relational leadership (A), and social value (A), through presentations and group review (B) and through a Dissertation on the Grand Challenge and reflection on personal leadership (C, D)

### **Application of learning**

Development of understanding of collaborative methodologies for change, personal strategies and skills for leadership including working with peers and with diversity are embedded in the programme modules and workshops.

Development of understanding of groups, methodologies for change, personal strategies and skills for leadership including working with peers and with diversity are embedded in the programme modules and workshops. These are applied and reviewed in Action Learning Groups, and in the Large Group Process.

At the core of the learning is the application of learning through the students Collaborative Change project (Year one) Grand Challenge (year 2/3).

### **Blended learning**

The Masters includes a number of significant blended learning opportunities:

- A series of videos on Network Leadership, linked to our website [www.source4networks.org.uk](http://www.source4networks.org.uk);
  - A participative group exercise to prepare for the Learning Journey Visit.
  - Reflecting on the BBC Podcasts People Fixing the World – picking a selection of 6 interviews and reflect on how these people built in resilience and sustainability.
  - Learning Journey Visits within Modules in Year one and in Year Two to a social change site
- Overall as a Masters Level programme students are expected to undertake a significant amount of self-managed learning between 140 and 170 hours per Module.

During the third year there are monthly opportunities to develop the work in the Dissertation Module through 1:1 sessions with tutors to group peer-review discussions. In addition, we provide a seminar series on issues relevant to Leading Social Change from across the social change agenda to include:

- Politics of Social Change
- The future of collaborating between institutions and communities (David Boyle)
- Innovation in Public Services
- Britain's New Giants
- The impact of the Digital Age

All materials are provided on the VLE (Moodle) 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 students and tutors).

### **D. Assessment**

This Masters requires both Formative and Summative Assessments for each Module.

The Formative Assessments are designed as a stepping-stone to the Summative assessments allowing the students the opportunity to have feedback on their academic work in preparation for the Summative assignments. The requirements of the Formative Assessment not only prepare students for the academic content they also prepare students for the process of the Summative assignments. They are important milestones in the student's learning enabling students 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.

**Year One Track One: PG Cert Leadership in Health (Darzi) - Validated  
Module 1: Innovating Systems (New Module)**

**Formative**

A short (500 words) written reflection of the student's learning about the NHS context.

**Summative**

A Presentation and Viva:

A 15-minute presentation that critically reviews one new model of care and reflects on application to the project. (50% weighting) Followed by a 15-minute viva on your learning (50% weighting)

Both will be presented to your Sponsor (or nominated Organisation representative) and LSBU course team

**Module 2: LHS 7002 Core Concepts of Quality (Existing Module)****Formative:**

This assessment is a short (no more than 10 minute) informal presentation to the student's peers in their Action Learning Sets on:

"The relevance of Flow, Improvement Science and Systems Thinking to your quality work."

**Summative:**

A 4000-word essay assignment on a theoretical model for co-production, including a 500-word reflection on your learning

**Module 3: Leading Change in Systems (New Module)****Formative:**

A 500-word Fellowship Challenge Proposal. Please use the format that is required by your organisation.

**Summative:**

A 4000-word essay assignment providing a full account of your project, including methodologies, project plan and a 500-word reflection.

**Year One Track Two: PG Cert Systems Change: Collaborative Communities****Module 1: Innovating in Collaborative Systems (New Module)**

**Formative:** A short (500 words) written reflection or 5-minute video reflection of your learning on Collaborative Leadership.

**Summative:** A Short viva presentation

A 15-minute presentation critically reviewing a collaborative change programme (50% weighting) followed by 15 minutes' viva on your learning (50% weighting)

The viva is presented to the course team and your organisation/ community group supervisor.

**Module 2: LHS 7002 Core Concepts of Quality****Formative:**

This assessment is a short (no more than 10 minute) informal presentation to the student's peers in their Action Learning Sets on:

"The relevance of Flow, Improvement Science and Systems Thinking to your quality work."

Students will develop the criteria for feedback and review collaboratively in advance of the assessment.

**Summative:**

A 4000-word essay assignment on a theoretical model for co-production, including a 500-word reflection on your learning

**Module 3: Leading Collaborative Change Programmes (New Module)**

**Formative:**

A 500-word written review or Adobe Spark report of the design of your collaborative change programme.

**Summative:**

Either:

(A) A 4000- word review of your change programme (from co-discovery, to co-design, to co-deliver to co-evaluate) including a 1000- word reflection on your learning

Or

(B) The submission of your learning portfolio from Mahara/One File, which includes a summary poster review of your change programme.

**Year Two****Module Four: Advanced Systems Leadership Principles (New Module)****Formative:**

A short (500 words) written reflection of your learning on Collaborative Systems Leadership in practice.

**Summative:**

Essay: A 4000-word essay assignment that incorporates a 500-word reflection.

Choose a theoretical model from the Module and explore the application of this theory to understand an organisational or community issue you are working on. Provide a 500-word reflection on your learning.

**Module Five: Advanced Systems Leadership Practice (New Module)****Formative:**

A 500-word plan for the inquiry visit setting out the purpose and inquiry process.

(Visit destinations are to organised in advance – see timetable)

**Summative:**

Short viva presentation on the visit and Viva:

Critically review the visit it in terms of the core theories on social value provided in the module, and the application of this learning for your system.

Present your answer in a 15-minute presentation (50% weighting) which is followed by a 15-minute viva on your learning (50% weighting)

**Module Six: Methods for Social Research and Evaluation: Philosophy, Design and Data Collection (New Module)****Formative**

A 1000- word methodological critique of an empirical research article chosen from a list selected by the lecturer.

**Summative**

A 4000-word Applied Research Project Proposal addressing an inquiry question of your choice, using ideas and techniques covered in the module.

**Year Three****Dissertation: Social Change Grand Challenge****Formative assessment will include:**

Iterative development and peer review of successive drafts of the project scoping document (through

structured workshop activities such as preparation of a one-pager, working in learning pairs and learning sets, and peer-review presentations)

A presentation of the project scoping document (that is, the research project brief or proposal) for review by staff and your peers

Review of your ongoing portfolio of reflections on your application of learning in the Social Change Grand Challenge

**Summative assessment will include:**

A Masters-level research-based Grand Challenge report of *circa* 11,500-15,000 words or equivalent, *plus* ethics declaration, a Turn-It-In report and a summary of the learning portfolio that reflects on and summarises the learning gained throughout the project (*circa* 1000 words). And, a short (500 words) case study article for the trade press or digital media about your research (optional).

**Weighting = 100%**

**The pass mark is 50%.**

**E. Academic Regulations**

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

No late submission.

**F. Entry Requirements**

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

Relevant previous professional/ leadership or 'expert by experience' experience will also be considered.

If applicants apply to be admitted at Year 2 and do not have the prior or equivalent PGCert then they must demonstrate at least 5 years experiential learning in a relevant leadership role through the University's Accreditation of Experiential Learning (APEL) Process. Applicants applying through APEL must be able to complete either a; challenge assessment or produce a portfolio of evidence

More information about the APEL process can be found:

[https://www.lsbu.ac.uk/\\_data/assets/pdf\\_file/0010/84349/assessment-and-examination-procedure.pdf](https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-procedure.pdf)

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.

**G. Course structure(s)**

This is a part-time Masters programme organised into workshop blocks of 2-3 days; alongside seminars and a learning journey visit, and supervision and group co-consulting in Year Two. The timetable identifies how the course develops. Students can exit after the first year with either a PGCert Leadership in Health (Darzi) or PGCert Systems Change: Collaborative Communities

Masters Leading Social Change – **Part time**

	Semester 1	Semester 2	
<b>YEAR ONE PG Cert</b>			
<b>Year 1 Track One PG Cert Leadership in Health (Darzi)</b>	Module 1: Innovating Systems (compulsory) LHS_7_005		20
	Module 2: LHS_7_002 Core Concepts of Quality (Compulsory)	20	
	Module 3: Leading change in Systems (compulsory) LHS_7_004		20
<b>Year 1 Track Two PG Cert Systems Change: Collaborative Communities</b>	Module 1: Innovating in Collaborative Systems (compulsory) LHS_7_010		20
	Module 2: LHS_7_002 Core Concepts of Quality (compulsory)	20	
	Module 3: Leading Collaborative Change Projects (compulsory) LHS_7_009		20
<b>YEAR TWO PGDip</b>			
<b>Year 2 PGDip</b>	Mod 4: Advanced Systems Leadership Principles (Compulsory) LHS_7_006	20	
	Mod 5: Advanced Systems Leadership Practice (Compulsory) LHS_7_007		20
	Mod 6: Methods for social research and evaluation: philosophy, design and data collection (Compulsory) LHS_7_008		20
<b>YEAR THREE MA</b>			
<b>Year 3 MA</b>	Dissertation: Social Change Grand Challenge (Compulsory) LHS_7_011		60

**Placements information**

There are no placements in this Masters Course.

**H. Course Modules**

Module Code	Module Title	Level	Semester	Credit value	Indicative Assessments
PG Cert Leadership in Health (Darzi) - Validated					
LHS_7_005	Innovating Systems	7	1&2	20	A 15-minute presentation that critically reviews one new model of care and reflects on application to the project. (50% weighting) Followed by a 15-minute viva on your learning (50% weighting)

LHS_7_002	Core Concepts of Quality	7	1	20	A 4000-word essay assignment on a theoretical model for co-production, including a 500-word reflection on your learning
LHS_7_004	Leading Change in Systems	7	2	20	A 4000-word essay assignment providing a full account of your project, including methodologies, project plan and a 500-word reflection.
PG Cert Systems Change: Collaborative Communities					
LHS_7_010	Innovating in Collaborative Systems	7	1 and 2	20	A 15-minute presentation critically reviewing a collaborative change programme (50% weighting) followed by 15 minutes viva on your learning (50% weighting).
LHS_7_002	Core Concepts of Quality	7	1	20	A 4000-word essay assignment on a theoretical model for co-production, including a 500-word reflection on your learning
LHS_7_009	Leading Collaborative Change Programmes	7	2	20	Either: A) A 4000- word review of your change programme (from co-discovery, to co-design, to co-deliver to co-evaluate) including a 1000- word reflection on your learning  Or  B) The submission of your learning portfolio from Mahara/One File, which includes a summery poster review of your change programme
LHS_7_006	Advanced Systems Leadership Principles	7	Year 1 :1	20	Essay: A 4000-word essay assignment that incorporates a 500-word reflection. Choose a theoretical model from the Module and explore the application of this theory to understand an organisational or community issue you are working on. Provide a 500-word reflection on your learning.
LHS_7_007	Advanced Systems Leadership Practice	7	Year 1: 1&2	20	Short viva presentation on the visit and Viva: Critically review the visit it in terms of the core theories on social value provided in the module, and the application of this learning for your system.

					Present your answer in a 15-minute presentation (50% weighting) which is followed by a 15-minute viva on your learning (50% weighting)
LHS_7_008	Methods for social research and evaluation: philosophy, design and data collection	7	Year 1: 1 & 2	20	A 4000-word research proposal addressing a research question of your choice, using ideas and techniques covered in the module.
LHS_7_011	Dissertation: Social Change Grand Challenge	7	Year 2: 1 & 2.	60	A Masters-level research-based Grand Challenge report of <i>circa</i> 11,500-15,000 words or equivalent, <i>plus</i> ethics declaration, a Turn-It-In report and a summary of the learning portfolio that reflects on and summarises the learning gained throughout the project (circa 1000 words). And, a short (500 words) case study article for the trade press or digital media about your research (optional).  <b>Weighting = 100%</b> <b>The pass mark is 50%.</b>
<p><b>I. Timetable information</b>  A full timetable is provided in the Course Brochure in March 2019</p> <p>Year One: New Course PG Cert Systems Change</p>					

PGCert Systems Change; Collaborative Communities	2019						2020						
	Semester 1						Semester 2						
	April - Jun	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Application	█												
Interview													
Pre-Programme Identification collaborative change project and Learning Goals		█	█	█									
<b>Module 1: Innovating in Collaborative Systems</b>													
Workshop 1 (2.5 days)			█										
Workshop 2 (1.5 days + 0.5 day AL set)								█					
AL Set Group (0.5)								█					
Learning Journey Visit (0.5)					█								
Blended Learning:													
Formative				█	█	█							
Summative									█				
<b>Module 2 Core Concepts of Quality LHS 7002</b>													
Workshop 3 (3 days + 0.5 AL set)				█			█						
Workshop 4 (2.5 days) including visit													
AL set Group (0.5)					█								
Blended Learning:													
Formative							█	█					
Summative									█				
<b>Module 3: Leading Collaborative Change Programmes</b>													
Workshop 5 (2 days)							█						
Workshop 7 (1 day)										█			
AL Set Groups 4x half days										█	█	█	█
Co-consulting 3 x half days										█		█	
Formative							█						
Summative													█

### Year 2 & 3. Masters Leading Social Change

Masters Leading Social Change PGDip	Semester 1						Semester 2						
	April - June	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
	Application	█											
Interview													
Pre-Programme Identification Grand Challenge and Learning Goals		█	█	█									
<b>Module 4: Advanced Systemic Principles</b>													
Workshop 1 (3 days)			█										
Workshop 2 (2 days)					█								
Group 1 day preparation for Visits (Self Managed)				█	█								
Blended Learning: Video Series on Leading Networks				█	█	█							
Formative					█								
Summative							█						
<b>Module 5 Advanced Systemic Practices</b>													
Workshop 3 (2 days)							█						
Workshop 4 (3 days)								█	█				
1 day Learning Journey Visit								█					
Blended Learning: Podcasts							█	█	█				
Formative								█		█			
Summative													
<b>Module 6: Methods for social research and evaluation: philosophy, design and data collection</b>													
5 days ( 2 days, 2days, 1 day)							█	█	█	█	█	█	█
Formative									█				
Summative													█
<b>MA</b>													
<b>Module: Dissertation</b>													
Supervision (9*1hour = 6 x 1.5 hour sessions)			█		█		█		█		█		█
Group co-consulting													
Inquiry Practice Seminar Series (6*3 hours)				█			█		█		█		█
Student Lead Seminar Series (2 hours)				█			█		█		█		█
Formative									█				
Summative													█

## **Costs and financial support**

### **Proposed Fees:**

Year one: PG Cert

Track One: Leadership in Health (Darzi) is NHS funded at £10,000

Track Two: Systems Change: Collaborative Leadership Course Fees: £3750

Years 2 & 3 Masters: £7950

Total for track 1: £17,950

Total for track 2: £11700

### **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: Educational Framework (undergraduate courses)

Appendix C: Personal Development Planning (postgraduate courses)

Appendix D: 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.

The Map is provided for the two tracks and the full Masters.

**Year One: Track One (Darzi) Validated**

A1 Leaders with the knowledge and understanding of leading change in health systems in order to lead the NHS of the future

A2 Leaders who have a deep understanding of new models of care, their benefits, challenges and application

B1 Leaders who can critically appraise evidence-based options for leading effective change

C1 Leaders who can demonstrate confidence, resilience and the ability to lead in times of uncertainty

D1 Leaders who have made an impact on healthcare through the delivery of real change within the programme

D 2 Leaders with a wide network of critical friends and alliances to learn from (peer-2-peer learning)

<b>Modules</b>								
<b>Level</b>	<b>Title</b>	<b>Code</b>	<b>A1</b>	<b>A2</b>	<b>B1</b>	<b>C1</b>	<b>D1</b>	<b>D2</b>
7	New Models of Care	LHS_7_001		TDA	TDA			D
7	Core Concepts of Quality	LHS_7_002	TDA		TDA			D
7	Leading Change Projects	LHS_7_003	TDA		TDA	TDA	DA	D

**Year One: Track Two (Systems Change – against the key programme outcomes identified above)**

Modules																		
Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	C1	C2	C3	C4	C5	C6	D1	D2
7	Innovating in Collaborative Systems	LHS_7_010	TDA	TDA		TD			TDA								TD	
7	Core Concepts of Quality	LHS- 7- 002	TDA				TDA		TDA			TDA					TD	D
7	Leading Collaborative Change Programmes	LHS_7_009			TDA	TDA	TDA			TDA	TDA		TDA	TDA	TDA	TDA	TDA	

Years 2 & 3 MA

Modules			Course outcomes																				
Level	Title	Code	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4
7	Advanced Systemic Principles	LHS_7_006	TDA	TDA	TD	TD A				TDA			TDA	TDA					T				
7	Advanced Systemic Practice	LHS_7_007		TDA	TDA	TDA	TDA	TDA	TD		TDA	TDA	TDA			TDA	TDA		TDA	TDA			
7	Methods for social research and evaluation: philosophy, design and data collection	LHS_7_008											TDA					TDA	T	TDA			
7	Dissertation	LHS_7_011							TDA					TDA	TDA						TDA	TDA	TDA

## Appendix C: 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.

### Year One

Action Learning – small peer groups to review learning and application of learning, and formulate action plans

Co-consulting – 1:1 sessions with course tutors on the design of the change project.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students are assigned a personal tutor to develop their own PDP related to their personal learning needs. The tutor meets with the student virtually or f2f at the outset of the course to agree the project scope. Students 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.	<p>An introduction to studying and writing at masters level will take place in the Orientation sessions</p> <p>Through the masters modules and assessments, students will develop their ability to utilise relevant theory and knowledge to understand and critically evaluate concepts</p> <p>Academic tutorials will be provided by all module leaders to support students with developing written work/exam preparation, and preparing for practical sessions.</p> <p>Marking grids will be used by all markers for all assessments and are published on Moodle</p> <p>Across the modules, written feedback will be given to students from assessments, which is specific and state areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts.</p> <p>Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through their workplace change projects in relation to evidence based practice related to new models of care, systems leadership, change management, quality methods.</p> <p>Students 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</p> <p>IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning</p> <p>Students will be required to undertake a formative exercise prior to joining the programme to evaluate their strengths/weaknesses in relation to their future leadership role. This forms the basis for the first coaching session.</p> <p>Students are required to review their skills development in quality methods as part of the Core Concepts of Quality Module and provide feedback to their Action Learning Set and Tutor. Feedback will be given from the module leader and a tutorial organised as required.</p>

<p>3 Supporting the development and recognition of skills through purpose designed modules/.</p>	<p>Students will develop their ability to work in interdisciplinary groups, and leading as peers in leading effective change projects. This is practiced in their group work and group learning experiences undertaking visits to centres of health innovation; in their sessions with guest leaders from the health and social care system; in their Action Learning Sets.  Practical skills e.g. Change management, Quality methods, Skills in Patient Flow provided in the Module workshops and in the 1:1 co-consulting sessions.  The ability to reflect on their practice and use problem-solving skills in familiar and unfamiliar situations is developed through the Leading Collaborative Change Projects module and continues throughout the change projects in their organisations.</p>
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<p>All of the modules will develop students' ability to critically appraise research in relation to change practice.  The assessment for the Core Concepts of Quality Module requires critical analysis and evaluation of a coproduction project using a framework developed from their review of the research.</p>
<p>5 Supporting the development and recognition of career management skills.</p>	<p>This will continue with students developing:  Skills in writing a project plan and full project review and report for work place change project which forms the case material for the Leading Change Projects Module  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</p>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>Students will have the opportunity to reflect on their progress with practice based learning through completion of their Learning Journals, project proposal and full project report alongside the Mahara portfolio.  Students will receive formative feedback from their Sponsors and their Action Learning Set Facilitators.  The work place project is a significant part of the programme, and the students will be required to review their progress with their Action Learning Sets</p>
<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>There are senior leaders joining modules to present their experience and opportunities are provided for students to network with these leaders for professional development</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>There will be opportunities for reflection throughout the course, allowing for students 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  Students 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 action learning set.</p>

9 Other approaches to personal development planning.	Students will be asked to participate in the programme Evaluation with focus groups throughout the programme.
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 in the practice area by completion of Learning Journals in Mahara and a series of reflective exercises for engaging stakeholders in work based change projects. In Module 1 students will be accessing the Myers Briggs evaluation. Students will be undertaking a 360 narrative feedback process during their project work, which it utilised for personal reflection and planning In addition, self-reflection and evaluation will occur in group activities in taught sessions, Action Learning and in the Co-consulting sessions reviewing progress on the work based project.

### Year 2 & 3

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	All students are assigned a personal tutor to develop their own PDP related to their personal learning needs. The tutor meets with the student at the outset of the Masters to review learning needs and the Grand Challenge proposal. During the first year the Tutor is available virtually and in person as required. The tutor meeting with the student 6 times in the final year as the Dissertation progresses. Students 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, students 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 students with 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 students from assessments, which is specific and state areas for improvement; facilitating students to develop their ability to utilise relevant theory knowledge to understand and critically discuss concepts. Students will develop their critical appraisal skills through professional modules in relation to literature and research studies, and through their Grand Challenge projects in relation to evidence based practice related to Leading social change Students 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

	<p>IT skills will be further developed by the use of Moodle to provide students with key information and supplementary material to support their learning</p> <p>Students 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.</p> <p>Students are required to review their skills development and provide feedback to their Learning Circle.</p>
<p>3 Supporting the development and recognition of skills through purpose designed modules/modules.</p>	<p>Students 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.</p> <p>Significant learning takes place in the large group review exercises. Skills in Inquiry and critical analysis are taught throughout all Modules with a specific focus in the Research Methods Module.</p> <p>Practical skills e.g. leading in networks, and working with power dynamics are provided in the Module workshops</p> <p>A simulation is provided as a 1-day experiential encounter.</p> <p>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 Grand Challenge in their organisations.</p>
<p>4 Supporting the development and recognition of skills through research projects and dissertations work.</p>	<p>All of the modules will develop students' ability to critically appraise research in relation to leading social change.</p> <p>The assessment for Module 2 requires critical analysis and evaluation of a social change project using a framework developed from their review of the research.</p> <p>A dissertation in Year 2 focuses on the student's application of knowledge and inquiry skills.</p>
<p>5 Supporting the development and recognition of career management skills.</p>	<p>This will continue with students developing:</p> <p>Skills in writing a full project proposal and implementation of a project plan</p> <p>Presentation skills</p> <p>Their ability to communicate a coherent argument in class discussions, debates and through assessments</p> <p>Their ability to synthesise information and concepts through class discussions, debates and through written assessments</p> <p>Group-working within an action learning format</p>
<p>6 Supporting the development and recognition of career management skills through work placements or work experience.</p>	<p>Students will have the opportunity to reflect on their progress with practice based learning through completion of their Learning Journals, project proposal and dissertation.</p> <p>Students will receive formative feedback from tutors and their Learning Circle peers</p> <p>Students will be encouraged to reflect on their role within their workplace/ community during their Grand Challenge with their peers.</p> <p>The Grand Challenge is a significant part of programme, and the students will be required to review their progress with their own organisation/ system and with their peers.</p>

<p>7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.</p>	<p>The students 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 every module to present their experience and opportunities are provided for students to network with these leaders for professional development</p>
<p>8 Supporting the development of the skills and attitudes as a basis for continuing professional development.</p>	<p>There will be opportunities for reflection throughout the course, allowing for students 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 Students 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</p>
<p>9 Other approaches to personal development planning.</p>	<p>Students will be asked to participate in the programme Evaluation.</p>
<p>10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.</p>	<p>This will be supported in the practice area by completion of Learning Journals (online) and a series of reflective exercises for engaging system partners and stakeholders in the Grand Challenge In the preparatory 1:1 with the tutor, students 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 group activities in taught sessions, Action Learning and in the Co-consulting sessions reviewing progress on the Grand Challenge</p>

## Appendix D: Terminology

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

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

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