

**Course Specification**

<b>A. Course Information</b>			
<b>Final award title(s)</b>	MA Leading Social Change (Top Up)		
<b>Intermediate exit award title(s)</b>	None		
<b>UCAS Code</b>		<b>Course Code(s)</b>	5478
	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>	<input checked="" type="checkbox"/> 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>	One Year Part-Time		
	<b>Mode</b>	<b>Length years</b>	<b>Start - month</b>
	Part time	1	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 2023	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	None		
<b>Reference points:</b>	Internal	Corporate Strategy 2020 - 2025 School Strategy LSBU Academic Regulations Academic Quality and Enhancement Website	
	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 OfS Guidance	

<b>B. Course Aims and Features</b>	
<p><b>Distinctive features of course</b></p>	<p>The MA Leading Social Change is offered as a top-up award, building on successful completion of the Postgraduate Diploma Leading Social Change award. It is intended for experienced leaders in 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 who wish to build on their master’s level education by undertaking the Social Change Grand Challenge Dissertation module.</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><b>Application Through the Social Change Grand Challenge</b>  The Social Change Grand Challenge(s) is unique to the student’s system/ community, which is reviewed prior to commencement on the Masters Programme. This is 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 the MA and work with a Learning Circle group to peer-review their Grand Challenge inquiry work.</p>
<p><b>Course Aims</b></p>	<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> <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><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 - The design, management, implementation and evaluation of a complex change programme (Grand Challenge).</p> <p><b>B: Students will develop their intellectual skills such that they are able to:</b></p> <p>B1 - Use existing research and scholarship to identify new or revised approaches to the student's Grand Challenge.</p> <p><b>C: Students will acquire and develop practical skills such that they are able to:</b></p> <p>C1- Competently lead inter-organisational and system-wide accountable teams tackling complex social change, securing shared purpose and the benefits of diversity.  C2- Use established techniques of research and enquiry to develop and interpret knowledge in service to the need for social change.  C3- Communicate effectively using a range of media (for example, orally, in writing, and through digital media).</p> <p><b>D: Students will acquire and develop transferrable skills such that they are able to:</b></p> <p>D1- Be adaptable, critical, reflective, insightful and ethical and socially responsible leaders:  D2 - Take responsibility for complex social change programmes</p>
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**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)
- Co-consulting in peer groups (C)
- Reflective Practice / Experiential Group (C and D)
- 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 key social change policy and practice (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)
- 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 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 Grand Challenge.

### **Blended learning**

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.

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 co-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.

#### **Social Change Grand Challenge Dissertation**

##### **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: [LSBU Academic Regulations](#)

##### 1.0 Protocol Fail / Compensation

The schools follows the university regulations apart from:

- Students/Apprentices will not be eligible for protocol fail or compensation in any module as a pass in all elements of assessment is required to demonstrate competence.

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

PGDip Leading Social Change



### G. Course structure(s)

This is a part-time Masters

Masters Leading Social Change – **Part time**

	Semester 1	Semester 2
<b>MA</b>	Dissertation: Social Change Grand Challenge (Compulsory)	
		60

### Placements information

There are no placements in this Masters Course.

### H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Indicative Assessments
LHS_7_011	Dissertation: Social Change Grand Challenge	7	Year 2 : 1 & 2.	60	<p>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 (<i>circa</i> 1000 words). And, a short (500 words) case study article for the trade press or digital media about your research (optional).</p> <p><b>Weighting = 100%</b> <b>The pass mark is 50%.</b></p>

### I. Timetable information

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

Masters Leading Social Change

MA	Semester 1							Semester 2						
	April - June	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	
<b>Module: Dissertation</b>														
Supervision (9*1hour = 6 x 1.5 hour sessions)														
Group co-consulting														
Inquiry Practice Seminar Series (6*3 hours)				1 day		0.5			1 day		0.5			
Student Lead Seminar Series (2 hours)														
Formative														
Summative														

## **Costs and financial support**

### **Proposed Fees:**

£4,500

### **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.

<b>Course Outcomes</b>									
<b>Level</b>	<b>Title</b>	<b>Code</b>	<b>A1</b>	<b>B1</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>D1</b>	<b>D2</b>
7	Dissertation: Social Change Grand Challenge	LHS_7_011	TDA	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.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	<p>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. The tutor meeting with the student 6 times in the final year as the Dissertation progresses.</p> <p>Students will be supported by the Course Director in relation to their pastoral/pathway needs through to the end of the programme</p>
2 Supporting the development and recognition of skills in academic modules/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 via webex or f2f.</p> <p>Marking grids will be used by all markers for all assessments and are published in each module guide</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 Grand Challenge projects in relation to evidence based practice related to Leading social change</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 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>
3 Supporting the development and recognition of skills through purpose	<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 Peer Learning groups.</p>

designed modules/modules.	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.
4 Supporting the development and recognition of skills through research projects and dissertations work.	All of the modules will develop students' ability to critically appraise research in relation to leading social change. The dissertation focuses on the student's application of knowledge and inquiry skills.
5 Supporting the development and recognition of career management skills.	This will continue with students developing: Skills in writing a full project proposal and implementation of a project plan Presentation skills Their ability to communicate a coherent argument in class discussions, debates and through assessments Their ability to synthesise information and concepts through class discussions, debates and through written assessments Group-working within an action learning format
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students will have the opportunity to reflect on their progress with practice based learning through completion of their Learning Journals, project proposal and dissertation. Students will receive formative feedback from tutors and their Learning Circle peers Students will be encouraged to reflect on their role within their workplace/ community during their Grand Challenge with their peers. 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.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	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
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	There will be opportunities for reflection throughout the course, allowing for 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
9 Other approaches to personal development planning.	Students will be asked to participate in the programme Evaluation.

<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.  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>
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## 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