

## **Level 7 Senior Leader Degree Apprenticeship**

### **University of Birmingham**

#### **Health Services Management Centre**

#### **MSc in Health and Care System Leadership**

Our MSc in Health and Care System Leadership aims to provide the practical knowledge and understanding required for leading across a range of health and care systems.

At its core are the principles of collaboration, innovation, improvement and inclusivity in the pursuit of high quality patient care, staff engagement, and better value for money. We look to weave these principles across seven modules and a work based dissertation, covering different aspects of the Senior Leader apprenticeship standard.

The MSc is earned by successfully completing academic components alongside fully participating in meeting the apprenticeship standards.

The MSc will be delivered using a blended approach: it will comprise both face-to-face and online learning activities. The approach taken will be in the spirit of degree apprenticeship emphasis on work based learning: enabling participants to apply knowledge to work roles, tasks and experiences whilst nurturing personal and professional development. We will work in partnership with the Chartered Management Institute (CMI) to ensure that our programme enables participants to improve their practices and deliver organisational and system benefits throughout the apprenticeship journey.

### **Taught Course components**

#### **Apprenticeship induction**

Prior to the start of the MSc, we will provide an introduction to study skills that will include the following elements:

- self-awareness/diagnostic work regarding study skills strengths and limitations
- an introduction to writing
- overview of course expectations
- accessing and reviewing evidence
- referencing
- introduction to the UoB online platforms: Canvas and PebblePad

Our induction programme will be carried out in collaboration with HSMC Library

### **Completion of accredited modules**

The MSc will comprise seven modules (140 credits) and a work based dissertation (40 credits). The following section provides an outline of the elements to be covered:

#### **Module One: Collaboration and Integration**

Partnerships, collaboration, and integration represent key terms used to describe different ways to organise health and care services. These represent a key priority for policy makers but are not always well understood and are difficult to achieve. Against this background, this module introduces participants to key theories and evidence regarding the development and implementation of collaborative working. This includes understanding and application of integration in different sectors, as well as international evidence.

- Identify and critically analyse the potential benefits and challenges of different approaches of integration within different contexts
- Demonstrate an in-depth understanding of the key enablers and barriers to integration, including organisational cultures
- Understand and critically analyse practical measures to promote better relationships between agencies/professionals.
- Assesses where duplication and waste can be reduced and increase the use of shared resources across system boundaries.
- Develops understanding of how enable teams to work in interdisciplinary, complex and ambiguous contexts

Maps against the following L7 standards:

- **To gain knowledge of systems and working across boundaries**
- **Knowledge of the external political environment and use of diplomacy with diverse groups of internal and external stakeholders.**
- **Understands working with board and company structures.**
- **Manages complex relationships across multiple and diverse stakeholders.**
- **Knows and understands global perspectives**

#### **Module Two: Understanding Organisational Performance**

This module looks to prepare participants for the work based dissertation. We introduce different ways to collect and analyse information and make sense of this through different methodological approaches. The outcome will be a fully worked up dissertation proposal.

Our intention is for this module to commence relatively early in the apprenticeship programme as the knowledge and skills will be crucial throughout the learning journey.

#### Learning Outcomes

Participants will have achieved the following:

- Introduce different sources of data and information regarding organisational performance and achieving population outcomes
- Develop understanding of research design and methods
  - Consider ethical implications of research
  - Devise a plan for dissertation research

Maps against the following L7 standards:

- **Understanding of organisational structures, processes and procedures**
- **Understands population trends and demands**

### **Module Three: Strategic Planning & Decision Making**

Strategic management and decision making takes place at multiple levels in all health and care systems. This module focusses on challenges and strategies for strategic planning and decision making within local systems: between national policy and guidelines on the one hand and the management of individual health care organisations on the other. Crucial tasks include: assessing need and demand in patient populations; setting priorities; commissioning services; involving patients and the public and; measuring outcomes and impact.

#### Learning Outcomes

Participants will have achieved the following:

- Understand the drivers and challenges of strategic planning and decision making
- Understand key theory and concepts related to the study of strategic planning and decision making
- Examine approaches to assessing need and demand and to setting priorities as part of the strategic planning process
- Develop a rounded appreciation of approaches involving patients, the public and other stakeholders in strategic planning and decision making
- Understand and critique concepts such as 'personalisation', 'decommissioning' and 'leadership' as applied to strategic planning and decision making
- Understand approaches to measuring outcomes and impact of strategic planning and decision making

- Critically review real-world examples of strategic planning and decision making
- Assessing methods that look to build confidence and develop trust across different stakeholders

Matched against the following L7 standards:

- **Understands population trends, needs, and demands**
- **Knows and understands Financial strategies including scenarios, modelling and identifying trends; D5. Know and understand procurement strategies;**
- **Is able to oversee financial strategies/management, results and setting organisational budgets;**
- **Is able to challenge financial assumptions underpinning strategies;**
- **Is able to use financial data to allocate resources;**
- **Is able to oversee procurement, supply chain management and contracts – further information on these learning outcomes or work based evidence**

#### **Module Four: Leading Quality & Safety**

Improving the quality and safety of care remains one of, in not, the main priorities for local, national and international healthcare systems. Debates and discussions continue regarding how best to achieve these improvements with a range of methods, tools and techniques put forward often from industry. This module aims to analyse and understand how to lead quality and safety improvement, paying particular attention to the skills, activities, and processes associated with high quality care.

#### Learning Outcomes

Participants will have achieved the following:

- Module introduces different approaches to improving quality, patient safety and patient experience
- Gains of understanding of quality and safety cultures: activities, competencies, and practices associated with high quality care
- Perspectives of governance and accountability, including the external (regulatory) environment
- Introduces key tools and techniques for achieving continuous quality improvement

Maps against the following L7 standards:

- **To gain knowledge of systems and working across boundaries**
- **To understand how to initiate and lead organisational change, facilitating environments for innovation and creativity**
- **The use of data and insight to implement and manage change**
- **Perspectives of governance and accountability, including the external (regulatory) environment**
- **Considers corporate responsibility, sustainability, resource allocation**
- **Be able to enable open and high performance working**
- **Be able to ensure workforce skills are utilised, balancing people and technical skills;**
- **Be able to encourage continual development – further input or work place evidence or project dissertation**

## **Module Five: Creating Patient Centred Care**

Developing and translating a vision of patient centred care into practice represents a key element of leading healthcare organisations. This module aims to provide participants with an overview of the key concepts, debates, approaches and challenges associated with patient centred care: the involvement of patients, the public and communities in the planning, design and delivery of health and care services.

Learning outcomes

Participants will have achieved the following:

- Communicating and translating patient centred services into operational strategies
- Introduce perspectives such as participation and co-production into strategic discussions and debates
- Further understanding of inclusive cultures, diversity and difference
- Assess different ways of giving and receiving feedback from board to ward
- Gain knowledge of ethics and values related to patient centred leadership;

Maps against the following L7 standards:

- **Knowledge of how to shape organisational vision, culture and values**
- **Understands population trends, needs, and demands**
- **Considers corporate responsibility, sustainability, resource allocation**
- **Considers environmental impact on patients, people, communities**

## **Module Six: Leading & Developing People**

Crucial to leadership and its success is the ability to develop collaborative relationships. Demonstrating self-awareness alongside the ability to understand others and their context is crucial in this regard. This module aims to cover a range of theories and models related to leadership and organisational development. In doing so it pays particular attention to leadership practices and behaviours associated with improving the quality of care and patient experience.

Learning outcomes

Participants will have achieved the following:

- To gain a deeper understanding of values and stakeholder engagement
- To raise awareness of context within which services are situated
- Provide theoretical and practical knowledge of values based leadership
- Critical awareness of the theory and practice of organisational development and change
- Critically evaluates current leadership practice and current levels of self- awareness

Matched against the following L7 standards:

- **Knowledge of organisational/team dynamics and how to build engagement**
- **Understands approaches to strategic workforce planning including talent management, learning organisations, diversity and inclusion.**
- **Leads and influences people, building constructive working relationships across teams**
- **To understand how to initiate and lead organisational change, facilitating environments for innovation and creativity**
- **Be able to manage conflict – further input or work place evidence**

## **Module Seven: Innovation and Improvement**

The ability to introduce innovation such as new ideas, technologies, and practices represents a key challenge for all health care systems. Connecting innovation to improvement is often fraught with difficulties. The sustainability of innovation is always called into question, particularly in contexts such as with health care with strong historical, professional and institutional boundaries. The purpose of this module is to introduce different perspectives and ideas regarding how to develop, introduce, and sustain innovations that lead to service improvement.

### Learning Outcomes

Participants will have achieved the following:

- Gain an understanding of innovation, including the processes of adoption and diffusion of new ideas and technologies
- To gain knowledge of systems and working across boundaries
- To understand how to initiate and sustain service improvements drawing on different improvement methods
- Assess different ways to use of data and insight to implement and manage change

Maps against the following L7 standards:

- **Gain an understanding of innovation, including the mechanisms, processes and cultures influencing change**
- **To gain knowledge of systems and working across boundaries**
- **To understand how to initiate and lead organisational change, facilitating environments for innovation and creativity**
- **The use of data and insight to implement and manage change**

## **Module Assessment**

Each module will contain a short (500 to 1000 word) work based assignment or equivalent. Participants will submit the work-based assignment to their tutor (once only), prior to submission for formative feedback.

Each module will also contain a 3000 word assignment or equivalent.

Each assessment will be geared towards assessing and capturing the impact of the knowledge, skills and behaviours being accumulated by the apprenticeship programme: assessing evidence of impact.

## **Dissertation: A work based leadership case study (40 credits)**

The 10,000 word dissertation will look to evaluate a healthcare leadership case study.

Working independently, participants will conduct and write up a case study account of a particular leadership activity.

Key to the dissertation will be the following elements:

- Employ case study design, methods and data analysis
- Draws on practical and relevant implications from learning obtained from modules
- Demonstrate reflective practice within current role

It will provide a vital contribution to the following level 7 standard:

- Be able to use personal presence and “storytelling” to articulate and translate vision into operational strategies – further information or work place evidence or project dissertation
- Be able to ensure workforce skills are utilised, balancing people and technical skills;
- Be able to encourage continual development – further input or work place evidence or project dissertation

## **Other skills developed from the MSc**

### **Intellectual Skills**

- Ability to analyse and critique different approaches and perspectives
- Ability to understand and connect theory and practice
- Develop critical awareness of the theories and methods

### **Practical Skills**

- Demonstrate practical skills in engaging different stakeholders including staff, patients, carers and local communities
- Demonstrate practical skills in making sense of quantitative and qualitative organisational data

### **Transferable Skills and Personal Qualities**

- Demonstrate taking responsibility for engaging stakeholders including staff, patients users and local communities in processes of organisational development and change
- Undertake a critical reflection to demonstrate self- awareness, self-reflection, and management of self
- Identify development needs in relation to leadership practice

### **Learning methods**

Our MSc contains three principal learning methods:

1. Action learning sets
2. Face-to-face learning
3. Online via Canvas and PebblePad

### **Action learning set (ALS)**

Participants will be allocated an ALS.

The ALS meets at different points during the programme, offering opportunities for individuals:

- To raise issues about the programme and apply their learning
- To share and develop ideas about their work place and work roles
- To give and receive consultation on leadership issues as they arise in the work place

## Face-to-face learning

A total of 2.5 days face to face teaching will be allocated to each module. These sessions will take place at Park House, UoB.

## Virtual campus (canvas)

The MSc will use Canvas and PebblePad as the virtual learning environments where participants will find all the resources needed for their studies. It will provide a range of different learning formats such as e-learning, videos, electronic journals and books, tutorial and discussion boards, and learning journals.

## Tutorials

Your tutor will be available throughout the programme to:

- Review overall learning and its relationship to work situations
- Discuss any academic, work-related or personal issues that are relevant to progression on the programme

The tutor will contribute to tri partite reviews that will:

- Monitor and discuss progress
- Help think through any academic, work-related or personal issues being faced, and provide appropriate guidance and support
- Identify action that may need to be taken on the basis of your evaluation of your progress through the programme

## Typical 20 credit module timetable

We will take a blended learning approach consisting of face to face teaching and online learning activities.

	Mode of delivery	Activities
Week 1:	Face to Face (full day)	<ul style="list-style-type: none"><li>• Module walk through</li><li>• Introducing key debates, planning ahead, introduce work based activity</li></ul>
Weeks 2-3	Online	<ul style="list-style-type: none"><li>• Key activities drawing on e-learning resources</li><li>• Discussion forum of theme/issue related to module</li><li>• Planning ahead</li></ul>

Week 4-5	Face to Face (full day)	<ul style="list-style-type: none"> <li>• update, problem solving exercises</li> </ul>
Week 5-8	Online	<ul style="list-style-type: none"> <li>• Key activities drawing on e-learning resources</li> <li>• Work based activity</li> <li>• Submission of work based activity end of week 7</li> </ul>
Week 8	Face to Face (half day)	<ul style="list-style-type: none"> <li>• Module review</li> <li>• Preparation for assignment</li> </ul>
Week 12	Submission of assignment	

### **Fulfilling other aspects of the apprenticeship**

HSMC will work in partnership with NHS organisations to deliver the supporting activities required to achieve the Senior Leader apprenticeship.

Throughout the course we anticipate coproducing the following activities:

- Diagnostic assessment: HSMC will work with organisations to assess applications and suitability for the Level 7.
- Needs Analysis: if successful in meeting the requirements, further needs analysis work will be undertaken to assess key areas or gaps that require further development. We anticipate this element being covered as part of the study skills training.
- Mentoring arrangements: HSMC will work in partnership to identify mentors within organisations who are able and willing to act as mentors throughout the programme.
- Shadowing colleagues: we anticipate shadowing activities to take place at different points across the programme. This could be integrated into some of the assessment where appropriate (500/1000 word reflection on shadowing a colleague in relation to a particular area)
- Peer observation: oversight of participant progression needs to be arranged at different points throughout the programme.
- Where possible, we anticipate collaborating organisations to have some kind of involvement in the modules. This could take the form of guest speakers or case studies of particular departments
- Log book/diary: we will encourage all participants to keep a diary regarding their progress. This can form part of the portfolio preparation.
- Portfolio preparation: HSMC (based on input from tutors) will work in partnership with organisations and the approval body (e.g. CMI) to create points throughout the programme to ensure a portfolio is prepared for the gateway to end of point assessment.
- 6-weekly reviews: we will arrange tripartite reviews every 6 weeks with the academic tutor, the workplace mentor or line manager and the apprentice/employee to review progress and ensure all training is on track for completion.

Further planning meetings will provide clearer details of when and where these activities will take place.

The combination of these additional with the taught components will ensure that the following Apprenticeship Behaviours are planned for, monitored, and reviewed on a regular basis:

<b>Behaviours</b>	<b>What is required (developed and exhibited in the workplace)</b>
Takes responsibility	Drive to achieve in aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks views of others.
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.



