



MODULE SPECIFICATION

KEY FACTS

| | |
|--------------------------|---|
| Module name | Systems Leadership |
| Module code | HRM006 |
| School | Health Sciences |
| Department or equivalent | Division of Health Services Research and Management |
| UK credits | 30 |
| ECTS | 15 |
| Level | 7 |

MODULE SUMMARY

Module outline and aims

The health and social care system is experiencing unprecedented pressures. The population is rising and ageing, and more people are living with complex and long-term conditions. There are severe funding pressures and vacancies and skills gaps across the workforce.

Traditional solutions to such challenges have focused on single organisations delivering interventions, often in isolation from other parts of the system. However, it is now widely agreed that collaborating across sector, organisational and professional boundaries to achieve more joined-up, person-centred care has the potential to significantly improve care and outcomes for service users, and lead to the more efficient use of scarce resources.

Recent policy initiatives, such as the Five Year Forward View (2014) and NHS Long Term Plan (2019), have placed a strong emphasis on organisations and individuals working together across traditional boundaries within new integrated models of care. Such new ways of working demand an inclusive approach and more effective engagement with service users and carers, communities and staff. Through the development of new structures and processes, such as Sustainability and Transformation Plans and Integrated Care Systems, local care systems are moving towards more collaborative, innovative, outcome-focused approaches, whilst seeking to maintain high quality care, performance and financial balance.

Such a transformation in the delivery of care presents significant management and leadership challenges, and success in leading complex care systems will demand a different kind of leadership than that traditionally required to run single organisations.

Systems leadership has been defined as “leadership within and across organisational and geopolitical boundaries, beyond individual professional disciplines, involving a range of organisational and stakeholder cultures, often without direct managerial control of resources and working on issues of mutual concern that cannot be addressed by any one person or agency” (Edmonstone, 2019). It can be contrasted with ‘command-and-control’ approaches based on hierarchical authority, which have

been shown to be less effective in the circumstances that most leaders now face. It needs to be inclusive of all stakeholders, put service users, carers and communities at the centre of all activity, and adopt a multi-agency approach across health and social care, including public, private and third sector bodies.

This module aims to:

- provide you with a grounding in the principles and practice of systems leadership;
- enable you to develop the practical knowledge and systems thinking skills you need to build relationships and collaborate effectively across boundaries with diverse groups of stakeholders;
- help you tackle large, complex and seemingly intractable (or 'wicked') problems, juggle multiple uncertainties and challenges, and operate effectively in situations where no one person or organisation can reach a solution on their own;
- develop you as a critically reflective leader, helping you influence and lead when you're not in charge and involving as many people's energies, ideas and skills as possible in order to achieve shared goals;
- help you act as a change agent to improve care and performance, and to meet the needs of local populations in delivering accessible, joined-up services that fit around their lives.

Content outline

The content of this module is organised around the NHS Leadership Academy's *Systems Leadership Development Framework* (2017), which consists of four domains or interconnecting sets of capabilities and behaviours which, when aligned, create the conditions for effective systems leadership:

Individual Effectiveness

- Focuses on the effectiveness and resilience of the individual and their role in the organisation and the system. Aims to develop new behaviours and ways of working that promote a collaborative approach.

Relationships and Connectivity

- Creating the right kind of relationships with communities and partners; people coming together for a purpose; place-based, system/service or pathway led and aiming to develop consistency of approach or to tackle complex issues collectively.

Innovation and Improvement

- Creating new ways of thinking, experimentation and discovery and the application of improvement methodologies, testing and learning, spreading and adopting better ways of doing things.

Learning and Capacity Building

- Creating a learning system and a culture of transparency and sharing, enabling the awareness of best practice and development of common understanding. Being inclusive and seeking contributions from all stakeholders, including service users, carers and communities. Building diverse teams and inclusive cultures to enable greater understanding.

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Explain the care system, the challenges facing health and social care, and the need for new ways of working to tackle these
- Evaluate critically the complexities and challenges of leading across sector, organisational and professional boundaries
- Evidence your use of theory and practice of systems leadership, stakeholder engagement, influencing others, managing complex change and dealing with risk and uncertainty
- Synthesise and apply systems thinking, organisational development and change management approaches, theories and tools.

Skills:

- Demonstrate practical skills in influencing, engaging and working collaboratively with diverse groups of stakeholders
- Conduct electronic and library searches in order to identify relevant evidence and data from a range of sources, and to use it to inform design and planning
- Critically apply appropriate systems thinking and related theories, tools and evidence to the analysis of complex problems within health and social care
- Demonstrate effective presentation, communication, team working and influencing skills (oral and written) through participation in workshops, seminars and group activities
- Function as a critically reflective and self-evaluative learner and leader with the ability to identify your own personal and professional development needs, and demonstrate self-awareness and resilience.

Values and attitudes:

- Critically reflect on your own social and political values, attitudes and assumptions and understand how these may affect your learning and practice
- Show professionalism and integrity, and demonstrate an awareness of the importance of diversity, inclusivity, empowerment and openness to new ideas
- Support the principle of reflective, self-directed, life-long personal development and learning
- Show respect and tolerance for other course participants
- Correctly reference the work of others and adhere to University and School regulations regarding good academic practice.

HOW WILL I LEARN?

The module places a strong emphasis on experiential learning, reflection and links with the NHS and social care. Teaching and learning will take place via a mix of lectures, which include interactive group activities and discussions, and seminars,

which give you the opportunity to apply the material covered in the lectures to real-world case studies and examples of systems leadership, with both teacher- and peer-led input. The seminars are also designed to develop your critical thinking, analysis, communication and team working skills.

Module lecturers will be academic staff from the School of Health Sciences and there will be a range of external visiting lecturers and guest speakers, including health and social care experts and leaders.

Taught sessions are supplemented by guided and self-directed study which enable you to gain a deeper understanding of the material covered in the module, to pursue topics which are of particular interest to you in greater depth, to apply your learning from the module to your professional role and context, and to reflect on your learning and its application to your own personal and professional development needs.

Teaching and learning are facilitated by *Moodle*, the University's online Virtual Learning Environment.

Teaching pattern:

| Teaching component | Teaching type | Contact hours (scheduled) | Self-directed study hours (independent) | Placement hours | Total student learning hours |
|--------------------|---------------|---------------------------|---|-----------------|------------------------------|
| Lectures | Lecture | 30 | 230 | 0 | 260 |
| Seminars | Seminar | 10 | 30 | 0 | 40 |
| Totals: | | 40 | 260 | 0 | 300 |

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

You will be assessed through:

- A 4,500-word systems leadership *strategy plan* or proposal that applies appropriate theories and tools to identify and articulate the need for action at the system level, within a context chosen by you, and presents a strategy for achieving it (75%).
- A *reflective blog* in which you will write a series of posts (combined length 2,000 words) about your personal development, learning and experience on the module, and reflect on your progress in developing your strategy plan (25%).

Formative assessment:

The module leader and lecturers will be available to provide formative feedback, advice and support on both assessments prior to submission. For the strategy plan, you will be supported in identifying an appropriate focus for the plan, and feedback on an outline of your plan will be provided. The reflective blog will give you the opportunity to share ideas and information, raise issues and receive support and feedback from peers and lecturers at regular intervals during the module.

For all assessments, there will also be opportunities for guided class discussions and question-and-answer sessions.

Assessment pattern:

| Assessment component | Assessment type | Weighting | Minimum qualifying mark | Pass/Fail? |
|----------------------|-------------------------------------|-----------|-------------------------|------------|
| Strategy plan | Written assignment, including essay | 75% | 50% | No |
| Reflective blog | Written assignment, including essay | 25% | 50% | No |

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade- Related Criteria for this module's assessments will be made available to you at the beginning of the module in the assessment guidelines available on Moodle. The module leader will also discuss these during the face-to-face sessions.

Feedback on assessment

Following each assessment marks and feedback will be provided in line with the Assessment Regulations and Policy, normally within three weeks of the submission deadline (four weeks for end-of-module assessments). Markers will be available to answer queries about the marks and feedback if these are not clear. A selection of all assessments will be internally moderated and sent to the external examiner. All initial marks will be therefore provisional, pending external examiner approval and ratification by the Assessment Board.

Assessment Regulations

The Pass mark for the module is 50%. Minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module, but in the first instance you should contact the module leader.

INDICATIVE READING LIST

Cameron, E. & Green, M. (2019). *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. 5th Edition. London: Kogan Page.

Edmonstone, J. (2019). *Systems Leadership in Health and Social Care*. Abingdon: Routledge.

Ghaye, T., & Lillyman, S. (2012). *Empowerment Through Reflection: A Guide For*

Healthcare Practitioners and Healthcare Teams. 2nd Edition. London: Quay Books.

Hulks, S. et al (2017). *Leading across the health and care system: lessons from experience*. London: King's Fund. At: <https://www.kingsfund.org.uk/publications/leading-across-health-and-care-system>.

Macdonald, I., Burke, C. & Stewart, K (2018). *Systems Leadership: Creating Positive Organisations*. 2nd Edition. Abingdon: Routledge.

Miller, R. et al. (2016) *Integrated Care in Action: A Practical Guide for Health, Social Care and Housing Support*. London: Jessica Kingsley Publishers.

NHS Leadership Academy (2016). *Developing Systems Leadership: Interventions, Options and Opportunities*. At: <https://www.londonleadershipacademy.nhs.uk/resources/developing-systems-leadership-interventions-options-and-opportunities>

Northouse, P.G. (2018). *Leadership: Theory and Practice*. 8th Edition. Los Angeles: Sage Publications.

Timmins, N. (2015) *The practice of system leadership: Being comfortable with chaos*. London: King's Fund. At: <https://www.kingsfund.org.uk/publications/practice-system-leadership>.

Yukl, G. (2019). *Leadership in organizations*. 9th Edition. Harlow: Pearson Education.

Online resources:

- King's Fund (<https://www.kingsfund.org.uk/topics/system-leadership>)
- The Leadership Centre: *Systems Leadership Hub* (<https://www.leadershipcentre.org.uk/systemsleadership>)
- NHS Leadership Academy (<https://www.leadershipacademy.nhs.uk>)
- Social Care Institute for Excellence: *Leadership in integrated care* (<https://www.scie.org.uk/integrated-care/leadership>)

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For use from: 2020-21

Appendix:

| CODES | | |
|------------------|-------------------------------|-------------|
| HESA Cost Centre | Description | Price Group |
| 105 | Health & community studies | C2 |
| 133 | Business & management studies | D |

| HECoS Code | Description | Percentage (%) |
|------------|-------------|----------------|
| 100088 | Leadership | 100% |