

**DEFINITIVE COURSE RECORD**

Course Title	<b>MA Leadership and Innovation</b>
Awarding Bodies	<b>University of Suffolk</b>
Level of Award <sup>1</sup>	<b>FHEQ Level 7</b>
Professional, Statutory and Regulatory Bodies Recognition	<b>None</b>
Credit Structure <sup>2</sup>	<b>180 Credits at level 7</b>
Mode of Attendance	<b>Part-time</b>
Standard Length of Course <sup>3</sup>	<b>5 years part-time</b>
Intended Award	<b>MA Leadership and Innovation</b>
Named Exit Awards	<b>PgD Leadership and Innovation PgC Leadership and Innovation</b>
Entry Requirements <sup>4</sup>	<p><b>Typical offer;</b></p> <ul style="list-style-type: none"> <li>• <b>An Honours degree normally at 2:2 or above</b></li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence of the student's ability to work at master's level</b></li> </ul> <p><b>AND</b></p> <p><b>Currently working or volunteering in the field of health and social care</b></p>
Delivering Institution	<b>University of Suffolk</b>

This definitive record sets out the essential features and characteristics of the MA Leadership and Innovation course. The information provided is accurate for students entering level 7 in the 2017-18 academic year<sup>5</sup>.

**Course Summary**

The challenge of providing high quality, cost effective and evidence based care remains paramount in an era of limited resources. While productivity, change and integration of health and social care remain drivers for provision there is a fundamental need to develop practitioners who are authentic leaders, and able to deliver clinical and cost effective services to local communities across organisational boundaries. The course team believes that this requires the leaders of the future to possess an increased level of emotional intelligence and self-awareness; to act in ways that are perceived to be ethical and honest; to be courageous and compassionate; and have a tenacious commitment to improving services. Successful service development and innovation can only be realised when leaders are able to develop a strategic vision that is compelling, attractive and communicated in

<sup>1</sup> For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

<sup>2</sup> All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

<sup>3</sup> Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Taught Postgraduate Awards](#).

<sup>4</sup> Details of standard entry requirements can be found in the [Admissions Policy](#)

<sup>5</sup> The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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ways that capture the imagination and energies of their followers. This requires the leader to exercise personal power in harnessing and develop the talent of the people around them in order to enhance service provision.

Following the public inquiry into the failings at Mid Staffordshire NHS Foundation Trust (Francis, 2013) there is a need to develop a culture of openness and transparency, a system of accountability for all, a system for promoting clinical leadership. The Five Year Forward View (NHS England et al, 2014) reflects an emerging consensus among patient groups, clinicians, local communities and front line NHS leaders. It sets out a vision for the future of the NHS - new partnerships with local communities, local authorities and employers to deliver and oversee health and care services. Patient groups, clinicians and independent experts have provided advice to create a collective view of how the health service needs to change over the next five years, the underlying principle of this vision is high quality care for all.

There are new challenges in health and social care – people are living longer with complex health issues. Whilst the direction of travel to promote well-being and prevent ill-health have been set and guidance provided annually within the NHS Outcomes Framework (DH,2014) it will require authentic, values based ethical leadership to implement change and deliver high quality care to all. Care models outlined in the Five Year Forward View emphasise integrated out-of-hospital care based on general practice (multispecialty community providers), aligning general practice and hospital services (primary and acute care systems), and closer alignment of social and mental health services across hospital and community health settings. These ambitions require a workforce that reflects the centrality of primary and community care and the need for more 'generalism'; able to deliver increased co-ordination across organisational boundaries; and one that can address inequalities in treatment and outcomes across physical and mental health services. The future health of millions of children, the sustainability of the NHS, and the economic prosperity of Britain all now depend on a radical upgrade in prevention and public health.

Productivity will be key with the ability to doing things right and doing the right thing (Appleby et al, 2010). Six key domains of quality - effectiveness, access and timeliness, capacity, safety, patient centred-ness and equity will be evaluated as tenets on which to develop and enhance practice and ensure clinical effectiveness (Sutherland & Coye, 2009). All of these factors will necessitate professionals to work and deliver care in new, collaborative and different ways in an increasing variety and diversity of settings. Practitioners will be required to innovate and participate in change, necessitating at times alteration in the range of roles and responsibilities undertaken (DH 2009b). This key driver of clinical effectiveness requires that health and social care professionals develop their practice to a level of mastery through appraisal, development, implementation and evaluation of existing knowledge, evidence for practice and policies. Developing such mastery will demonstrate integrated governance and take account of the user experience as a recipient of health and social care. A requirement of all services is the need to be safe, effective, productive, individually tailored with local providers

Quality has become the organizing principle of the NHS. Quality is defined as excellence in patient safety, clinical effectiveness and patient experience. No individual or organisation is offering high-quality care unless they satisfy all three of these principles. An effective healthcare system should prevent people from dying prematurely, improve the quality of life for people living with long-term health conditions and aid recovery for those with ill health, or following injury. All care should be delivered in a safe environment and in a way that is positive for patients and their families. These five principles have been defined in the NHS Outcomes Framework, which provides a process by which performance is measured, and acts as a catalyst to drive quality improvement.

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### Course Aims

- Motivation to further develop skills in reflection, creative thinking and to advance own knowledge and skills using personal and professional reflexivity to enhance professional practice
- Utilisation of an extensive range of evidence to inform practice and dissemination of 'best practice' in professional roles to support innovation
- A critical approach to a range of theoretical perspectives related to leadership, management, effective delivery of high quality care and service innovation
- Critical understanding of political, philosophical and socio-economic issues in the UK and internationally that impact on practice
- Work based care and learning environments that encourage improved performance through enhanced knowledge and skills
- Initiative and originality in problem solving and decision making to lead change within the care context
- A level of self-awareness and confidence derived from critical self-reflection demonstrated through evidenced-based effective behaviours which drive care and excellence in challenging complex and unpredictable situations
- Research knowledge and skills to critically appraise health and social care research and conduct a small-scale investigation relevant to their own professional practice

### Course Learning Outcomes

The following statements define what students graduating from the MA Leadership and Innovation course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 7 awards as set out by the UK Quality Assurance Agency (QAA)<sup>6</sup>.

#### Knowledge and understanding and cognitive skills

1. Critically evaluate current research and advance scholarship in their field of practice
2. Meet the challenge of undertaking research at this level

#### Subject Specific Skills

3. Independently design, plan and manage and evaluate a research project pertinent to their field of professional practice
4. Demonstrate an understanding of the significance of the research findings to their profession

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<sup>6</sup> As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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### Key / Common Skills

5. Demonstrate an ability to communicate complex ideas and arguments in writing to specialist and non-specialist audiences

### Course Design

The design of this course has been guided by the following QAA Benchmark, and Professional Standards

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- QAA Subject benchmark statements for subjects studied at master's level
- The Five Year Forward View (NHS England et al, 2014)
- NHS Leadership Model nine leadership dimensions (NHS Leadership Academy 2016)

### Course Structure

The MA Leadership and Innovation comprises modules at level 7. Module Specifications for each of these modules are included within the course handbook, available to students online at the beginning of each academic year.

	Module	Credits	Module Type <sup>7</sup>
Level 7			
	Effective Leadership	20	M
	Research methods	20	M
	Change and Service Improvement	20	M
	Leading Innovation-Work-based learning	40	M
	One of the following:		
	Work Place Coaching	20	O
	Financial and Risk Management (MBA)	20	O
	Strategic Change Management (MBA)	20	O
	Global Economy (MBA)	20	O
	Dissertation – focus on Service evaluation or Audit	60	M

The decision to run an optional module will be determined by demand/commissioning and of the number of students required to make it a viable educational experience.

Additionally, any other relevant module that is offered at University of Suffolk or may be accredited into the programme in accordance with the University of Suffolk Accreditation of Learning Prior Learning Policy (2014). Other modules that individuals may want to access according the practice/care requirements could include modules within MA Health and Social Care programme e.g. Counselling, Dementia Care for Health and Social Care Practitioners, Palliative Care for Health and Social Care Practitioner, MA Healthcare Education e.g.

<sup>7</sup> Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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Supporting Practice Learning or MA Advanced Healthcare Practice, e.g. Principles of Advanced Healthcare Practice, Holistic Assessment, Non-Medical Prescribing [NB: 40 credits] or modules from University of Suffolk Business school as shown above (these are already approved as part of the MBA).

### Awards

On successful completion of the course, students will be awarded a MA Leadership and Innovation. Students who leave the course early may be eligible for a PgD Leadership and Innovation on successful completion of 120 credits or a PgC Leadership and Innovation on successful completion of 60 credits.

### Course Delivery

The course is delivered at Ipswich. Students studying part-time on the MA Leadership and Innovation are likely to have approximately 36 contact hours per module. The contact hours will be a mix of lectures, action learning sets, seminars and presentations and tutorials. Students will normally be expected to undertake 12 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

### Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be 100% coursework (including essays, reports, presentations, group work, reflective learning journals and research projects and completion of a work based learning project)

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

Students undertaking MA Leadership and Innovation will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£7,425 per year
Part-time UK/EU	£825 per 20 credit module
Full-time International	£10,080 per year
Part-time International	£1,120 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

### Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Taught Postgraduate Awards and other academic policies and procedures of the University and published on the [website](#).