

| UNIT SPECIFICATION  |         |                     |  |    |
|---|---------|---------------------|--|----|
| <b>Unit title</b> LEADING INTEGRATED SERVICES   |         |                     |  |    |
| <b>Level</b>  | Level 7 | <b>Credit value</b> | 20 (10 ECTS)<br>-                      |    |
| <b>Is this a common unit?</b>   |         | No                  | <b>Expected contact hours for unit</b> | 24 |
| <b>Pre and co-requisites</b><br>None  |         |                     |  |    |
| <b>Aims</b><br>The unit aims to explore leadership in the context of integrated care and service provision. It will focus on: <ul style="list-style-type: none"> <li>• Developing and sustaining new approaches to collaborative working</li> <li>• Developing new roles and seamless person-centred provision through effective whole system leadership.</li> <li>• A critical exploration of integrated care and leadership theory supporting the student to reflect upon their own capability and develop a plan for leading integrated service provision.</li> </ul>  |         |                     |  |    |
| <b>Intended learning outcomes (ILOs)</b><br>Having completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Critique the literature related to integrated care and collaborative working, and its relevance for leading integrated services.</li> <li>2. Demonstrate knowledge and understanding of the current policy drivers for integrated service provision in health and social care and their impact on leadership strategies.</li> <li>3. Critically analyse the nature of integrated provision with regard to leadership across a range of services.</li> <li>4. Reflect on, audit and improve their leadership within the context of integrated service provision.</li> </ol>   |         |                     |  |    |
| <b>Learning and teaching methods</b><br>The taught component uses a variety of methods building on students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support. |         |                     |  |    |
| <b>Assessment</b>   |         |                     |  |    |
| <b>Formative assessment/feedback</b><br>Formative feedback on students' thinking so far will be provided on day 3 when the assignment requirements /guidance etc. are discussed. Students with individual/ additional needs are encouraged to contact the unit lead via e-mail to arrange a 1 to1 meeting.  |         |                     |  |    |

|  |  |
|--|--|
| <p><b>Summative assessment</b><br/>ILOs 1-4 will be assessed by 100% course work</p>   | <p><b>Indicative assessment</b><br/>Coursework equivalent to 5,000 words.</p> <p>The coursework comprises a reflective report equivalent to 3000 words and an action plan for future practice equivalent to 2000 words</p> |
| <p><b>Indicative unit content</b></p> <ul style="list-style-type: none"> <li>• Models and theories of leadership</li> <li>• The evidence for “effective” leadership in the context of integrated service provision</li> <li>• The context of integrated care and collaborative working</li> <li>• Creating a shared vision - visioning within integrated service provision</li> <li>• Managing conflict in integrated provision</li> <li>• Benefits, enablers and barriers to integrated provision</li> <li>• Involving stakeholders in co-production, including patients, service users and carers</li> <li>• Effective whole system leadership</li> <li>• Developing resilience in the context of integrated service provision</li> <li>• The importance of measuring impact and outcomes</li> </ul>   |  |
| <p><b>Indicative learning resources</b><br/>Core texts*</p> <p>Fillingham, D. and Weir, B. 2014. <i>System leadership lessons and learning from AQUA’s integrated care discovery communities</i>. London: The Kings Fund,</p> <p>Hafford-Letchfield, T., Lambley, S., Spolander, G., Daly, N., Cocker, C., 2014. <i>Inclusive leadership: managing to make a difference in social work and social care</i>. Bristol: Policy Press.</p> <p>Northouse, P., 2016. <i>Leadership: Theory and Practice</i> (7<sup>th</sup> ed.) London: Sage.</p> <p><b>SUPPLEMENTARY LEARNING RESOURCES</b></p> <p>Frontier Economics, 2012. <i>Enablers and barriers to integrated care and implications for Monitor. A report prepared for Monitor by Frontier Economics</i>. [Online] Available from <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287800/Enablers_and_barriers_to_integrated_care_report_June_2012.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287800/Enablers_and_barriers_to_integrated_care_report_June_2012.pdf</a></p> <p>Ham C, Walsh, N., 2013. <i>Making integrated care happen at scale and pace: lessons from experience</i>. [online] London: The King’s Fund. Available at: <a href="http://www.kingsfund.org.uk/publications/making-integrated-carehappen-scale-and-pace">www.kingsfund.org.uk/publications/making-integrated-carehappen-scale-and-pace</a></p> <p>Kanter, R. M., 2013. <i>Surprises Are the New Normal; Resilience is the New Skill</i>. [online] Harvard Business Review Blog Available from <a href="https://hbr.org/2013/07/surprises-are-the-new-normal-r.html">https://hbr.org/2013/07/surprises-are-the-new-normal-r.html</a></p> <p>Manchester City Council, 2013. <i>Living longer, living better: an integrated care blueprint. Paper presented to health and wellbeing board</i>. [online]. Available at: <a href="http://www.manchester.gov.uk/meetings/meeting/1886/health_and_wellbeing_board">www.manchester.gov.uk/meetings/meeting/1886/health_and_wellbeing_board</a></p> <p>National Voices, 2016. <i>A Narrative for Person-Centred Coordinated Care</i>. London: NHS England Publication Gateway. Reference Number: 00076. [online] Available from: <a href="http://www.england.nhs.uk/wp-content/uploads/2013/05/nv-narrative-cc.pdf">www.england.nhs.uk/wp-content/uploads/2013/05/nv-narrative-cc.pdf</a></p> <p>SCIE. 2012. <i>Factors that promote and hinder joint and integrated working between health and social care services</i>. SCIE Research Briefing 41. [online] Available from: <a href="http://www.scie.org.uk/publications/briefings/briefing41/">http://www.scie.org.uk/publications/briefings/briefing41/</a></p> <p>Timmins N. and Ham C., 2013. <i>The quest for integrated health and social care: a case study in Canterbury, New</i></p> |  |

Zealand. London: The King's Fund. Available at: [www.kingsfund.org.uk/publications/questintegrated-health-and-social-care](http://www.kingsfund.org.uk/publications/questintegrated-health-and-social-care)

West M., Eckert R., Steward K., Pasmore B., 2014. *Developing collective leadership for health care*. London: The King's Fund/Center for Creative Leadership. [online] Available at: [www.kingsfund.org.uk/publications/developing-collective-leadership-health-care](http://www.kingsfund.org.uk/publications/developing-collective-leadership-health-care)

### Journals

Students will be directed to a variety of journals as appropriate.

### Web-based sources

<http://www.scie-peoplemanagement.org.uk/>

<http://www.scie-socialcareonline.org.uk/>

NHS Leadership sites as appropriate

e.g. <http://www.leadershipacademy.nhs.uk/>

|                    |                           |                       |     |                            |          |
|--------------------|---------------------------|-----------------------|-----|----------------------------|----------|
| <b>Unit number</b> | Click here to enter text. | <b>Version number</b> | 1.0 | <b>Date effective from</b> | Feb 2018 |
|--------------------|---------------------------|-----------------------|-----|----------------------------|----------|