Prifysgol Wrecsam
Wrexham University

Module specification

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Module Code	HLT719
Module Title	Leadership and Practice for Systems Change
Level	7
Credit value	30
Faculty	Social and Life Sciences
HECoS Code	101317; 100088
Cost Code	GAHW

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
MSc Public Health, Mental Health and Wellbeing	Option
MSc Leadership for Wellbeing	Option
PgDip Public Health, Mental Health and Wellbeing	Option
PgDip Leadership for Wellbeing	Option

Pre-requisites

None.

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	**30 hrs**
Placement / work based learning	0 hrs
Guided independent study	270 hrs
Module duration (total hours)	**300 hrs**

For office use only	
Initial approval date	15th Oct 2024
With effect from date	Sept 2025
Date and details of revision	
Version number	1

Module aims

How can we understand, change and reimagine complex systems? How can we design, implement and evaluate impactful systems change projects, and disseminate associated learning in the most meaningful ways? What toolkits are available to support our efforts and how can these be used effectively? Drawing upon the learning and insights from evidence, theory and experience, this module will enable learners to develop critical and comprehensive knowledge and understanding of leadership and practice for systems change at individual, community, national and international levels.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Comprehensively discuss the rationale for, and attributes and effectiveness of, systems leadership / thinking / approaches.
2	Draw upon evidence and theory to systematically propose a new, or evaluate an existing, strategy[1] to achieve change through adopting a systems approach.
3	Critically appraise the barriers and enablers to strategy implementation from the point of view of a leader or practitioner.
4	Recommend how barriers to strategy implementation can be mitigated or overcome.

Assessment

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Learners will be required to either propose a new, or evaluate an existing, strategy to achieve change through adopting a systems approach. Learners will self-select to present their proposal / evaluation in writing via a 4,000-word report OR verbally via a 25-minute presentation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Coursework	100

Derogations

None.

Learning and Teaching Strategies

Learners will be required to engage with the Active Learning Classroom (ALC) (approximately 1.5 hours), either by attending the session live, or watching the recording in their own time. Alongside this, both live and online learners will be required to undertake directed study tasks

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[1] Within this module specification, 'strategy' is used to capture the range of methods through which purposeful change can be achieved, such as policies, interventions and action plans.

provided on the Virtual Learning Environment (VLE) (approximately 1.5 hours), which may include engaging with discussion forums, reading / watching material and answering questions, and reflective / creative activities. The remainder of the module hours should be dedicated by learners to developing and consolidating their knowledge and understanding through independent reading, as well as working on the assessment.

Support mechanisms in place for learners on this module include:

- Written and verbal assessment guidance.
- Access to tutorials with the Module Leader.
- Access to Learning Skills and / or Inclusion Teams.
- Access to Student and Campus Life services.

Indicative Syllabus Outline

- Systems change: background and rationale
- Systems leadership / thinking and approaches
- Education-based approaches
- Targeted approaches
- Designing, implementing and evaluating policies / strategies / interventions, and disseminating learning
- Barriers and enablers to implementation
- Using Toolkits
- Co-production
- Strategy, organising and public narrative

Indicative Bibliography:

Essential Reads

Macdonald, I., Burke, C. and Stewart, K. (2018), *Systems Leadership: Creating Positive Organisations*. London: Routledge.

Other indicative reading

Anderson, M. (2024), *Transforming Food Systems: Narratives of Power*. London: Routledge.

Cameron, E. and Green, M. (2024), *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change*. 6th ed. London: Kogan Page Ltd.

Jackson, M. (2024), *Critical Systems Thinking: A Practitioner's Guide*. Hoboken, New Jersey: Wiley.

Loeffler, E. (2020), *Co-Production of Public Services and Outcomes*. Cham: Palgrave Macmillan.

Macdonald, I., Dixon, C. and Tiplady, T. (2020), *Improving Schools Using Systems Leadership: Turning Intention into Reality*. London: Routledge.

Pease, B. (2021), *Undoing Privilege: Unearned Advantage and Systemic Injustice in an Unequal World*. 2nd ed. London: Zed.