Plymouth University

Peninsula Schools
of Medicine & Dentistry

Programme Specification

Postgraduate Certificate
Healthcare Management, Leadership & Innovation

January 2015

Date of approval: January 2015
Date of implementation: September 2015
Year of first award: 2016
1. **Postgraduate Certificate Healthcare Management, Leadership & Innovation**

<table>
<thead>
<tr>
<th>Final award title</th>
<th>Postgraduate Certificate Healthcare Management, Leadership &amp; Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of 60 credits</td>
<td></td>
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</tbody>
</table>

   | UCAS code N/A  |
   | JACS code       |
   | N200/B990       |

2. **Awarding Institution:** University of Plymouth

3. **Teaching institution(s):** Plymouth University Peninsula Schools of Medicine & Dentistry (PUPSMD)

4. **Accrediting body(ies):** N/A

   | Summary of specific conditions/regulations | N/A |
   | Date of re-accreditation                   | N/A |

4. **Distinctive Features of the Programme and the Student Experience**

   - Focuses on applying management, leadership and innovation theories to everyday healthcare practice.
   - Promotes practical steps towards innovation for improving the quality of healthcare and promoting effective working across professions.
   - Develops an understanding of the importance of organisation development on operational effectiveness.
   - Aligned with the growing external recognition of the need for improved management, leadership and innovation capabilities within the heath and care sectors.
   - Key component of the mission for PU PSMD and the Teaching and Learning Strategy of Plymouth University in fostering excellence, innovation and creativity in academic and clinical disciplines across healthcare professions.
   - Promotes the adoption of Inter-professional Learning to improve the quality of patient care.
• Strongly aligned to the strategic objectives of Plymouth University and the South West Peninsula Postgraduate Medical Education (Deanery).
• Faculty have significant experience of implementing management, leadership and innovation strategies: translating them into health and care practice across a variety of organisations.
• Highly flexible course: allowing APCL/EL of students (including those who have completed the Professional & Generic Skills for Doctors in Training course commissioned by the South West Peninsula Postgraduate Medical Education (Deanery).
• Elements of the course may be taken for CPD purposes.

5. Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the relevant policies and procedures related to Plymouth University and external agencies such as the Quality Assurance Agency and Higher Education Academy.

Although there is no specific QAA Subject Benchmark for Management, Leadership and Innovation in Healthcare, reference has been made to the Subject Benchmark relating to Business and Management at Masters level which states that students studying at this level should cover the following areas:

• **Markets** - the development and operation of markets for resources, goods and services.
• **Customers** - customer expectations, service and orientation.
• **Finance** - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications.
• **People** - the management and development of people within organisations.
• **Operations** - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations.
• **Communication and information technology (CIT)** - comprehension and use of relevant CIT for application in business and management.
• **Business policy and strategy** - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests.
• **Pervasive issues** - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.

The terminology of “customers” is not appropriate generally in the public sector, however, the management principles can be applied substituting patients and carers for “customers”. The above themes will be covered in both the Certificate and Diploma stages of the programme, but in greater depth at Diploma level. This Subject Benchmark will be used as a foundation for the Management theme of the programme.

Plymouth University is committed to providing equality for all irrespective of age, disability, ethnicity (including race, colour and nationality), gender, gender reassignment, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity and will work to ensure that all students, employees and visitors, as well as those who seek to apply to work or study at the University, are treated fairly and are not subjected to discrimination by the University on any of these grounds (University Equality and Diversity Policy, Revised April 2011).

The programme will operate within the Plymouth University “Regulatory Framework for Taught Postgraduate Awards”. This can be accessed here:

[https://www.plymouth.ac.uk/student-life/academic-regulations](https://www.plymouth.ac.uk/student-life/academic-regulations)

6. **Programme Structure**

The structure of the Postgraduate Certificate in Healthcare Management, Leadership and Innovation is given in the table on the following page:
Programme structure

Students will study on a part-time basis with each stage of the programme normally completed within one year. Each module is worth 30 credits at FHEQ Level 7.

Postgraduate Certificate stage core modules:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HML711</td>
<td>Foundation in Healthcare Management, Leadership &amp; Innovation (30 Credits)</td>
<td></td>
</tr>
<tr>
<td>HML712</td>
<td>Organisation Development &amp; Culture (30 Credits)</td>
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In accordance with Plymouth University ‘Regulatory Framework for Taught Postgraduate Awards’, the award of Postgraduate Certificate requires the successful accumulation by the candidate of a minimum of 60 credits. In order to be awarded the Postgraduate Certificate in Healthcare Management, Leadership & Innovation, students will need to satisfy the academic standards for the required modules as outlined in the Module Record documentation. The modules are described below:

**Foundation in Healthcare Management, Leadership & Innovation (30 credits)**

A critical exploration of the management, leadership and innovation theories pertinent to healthcare practice and how these might be effectively applied to healthcare services to enhance patient care. This module will incorporate analysis of the systems and organisational culture underpinning successful change management and innovation.

**Organisation Development & Culture (30 credits)**

This module complements both the Foundation and Advanced Management and Leadership modules, and comprises an in-depth study of organisations into the 21st century with a focus on health and care. Critical study of the structure, values and cultures of organisations will be incorporated along with the underpinning theory from established and contemporary organisation development literature. This module can stand-alone and is suitable for CPD purposes.

7. **Programme Aims**

This programme is intended to:

1. Develop knowledge and skills in the theory and principles underlying successful management, leadership, innovation and organisation development in healthcare.
2. Promote development, evaluation and analysis of innovation and quality improvement methodologies designed to improve the effectiveness of care.

3. Prepare participants for critical reflection around their approach to the practical implementation of their management, leadership, innovation skills, and organisation development work.

8. Programme Intended Learning Outcomes

The programme provides opportunities for participants to develop and demonstrate the general outcomes listed below. The learning outcomes are referenced to institutional Masters level 7 descriptors (SEEC, 2010). These will be contextualised within each participant’s coursework.

8.1. Setting

On successful completion graduates should have developed the ability to:

- Operate in complex and specialised contexts (including clinical areas), requiring selection and application from a wide range of techniques and information sources relating to Healthcare Management, Leadership & Innovation, and Organisation Development.

8.2. Knowledge and understanding

On successful completion graduates should have developed:

- A deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines.

- An understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted in relation to Healthcare Management, Leadership and Innovation, alongside the field of Organisation Development & Culture.

8.3. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

- Design and undertake projects to address significant areas of theory and/or practice. Select appropriate advanced methodological approaches based on critical appraisal of the literature in order to undertake a quality improvement project or innovation.

8.4. Performance and practice

On successful completion, graduates should have developed the ability to:

- Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.
8.5. Personal and enabling skills
On successful completion graduates should have developed:

- The skills to make connections between known and unknown areas, to allow for adaptation and change.

8.6. Practical skills
As well as the above Masters level descriptors (SEEC, 2010), students should also gain the following key practical skills which are applicable to their work environment and transferable between employers. These enhanced skills include:

- Good written and presentation skills.
- Good analytical skills.
- The ability to work collaboratively with colleagues to identify innovative approaches to increase the effectiveness of healthcare delivery.
- The skills to understand and produce a business plan related to service delivery.
- An appreciation of the worth of academic approaches outside of their usual academic discipline or work environment.

9. Admissions Criteria, including APCL, APEL and DAS arrangements

<table>
<thead>
<tr>
<th>Entry Requirements</th>
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<tbody>
<tr>
<td><strong>BA / BSc Degree</strong></td>
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<tr>
<td><strong>APEL</strong></td>
</tr>
<tr>
<td><strong>Language Requirements</strong></td>
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</tbody>
</table>
Applicants seeking the award of credit in respect of previous study, knowledge or skills should refer to the Plymouth University Regulations relating to the Accreditation of Prior Learning, available at:

https://www.plymouth.ac.uk/student-life/academic-regulations

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The Peninsula Schools of Medicine and Dentistry welcomes applications from people with disabilities who will be considered on the same academic grounds as other potential students. Considerations about individual needs arising from disability will be made separately, and we will strive to meet an individual disabled student's needs wherever possible in consultation with Disability ASSIST.

10. Progression criteria for Final and Intermediate Awards

Please refer to the Regulatory Framework for Taught Postgraduate Awards, available at:
https://www.plymouth.ac.uk/student-life/academic-regulations

Level of Award

A student will be awarded a Postgraduate Certificate with Distinction provided that s/he has achieved a credit-weighted average mark of 70% or above across all the modules.

A student will be awarded a Postgraduate Certificate with Merit provided that s/he has achieved a credit-weighted average mark of 60% or above across all the modules.

11. Exceptions to Regulations

N/A

12. Transitional Arrangements

N/A
## 13. Appendix 1: ILOs and Skills against Modules & Assessments Mapping

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Masters (M) Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Healthcare Management, Leadership &amp; Innovation</td>
<td></td>
</tr>
<tr>
<td><strong>1 Graduate Attributes and Skills</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Core Programme Intended Learning Outcomes</strong></td>
<td><strong>Related Modules and Assessments (assessments are shown in bold – see DMRs for details)</strong></td>
</tr>
<tr>
<td>(using SEEC 2010 descriptors)</td>
<td><strong>Programme Aim</strong></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>1,3</td>
</tr>
<tr>
<td>- Operates in complex and specialised contexts (including clinical areas), requiring selection and application from a wide range of advanced techniques and information sources relating to Healthcare Management, Leadership &amp; Innovation, and Organisation Development.</td>
<td></td>
</tr>
<tr>
<td>- Foundation in Healthcare Management, Leadership and Innovation Assessment – QI/Innovation Report</td>
<td></td>
</tr>
<tr>
<td>- Organisation Development &amp; Culture Assessment – Essay &amp; Presentation</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge/ Understanding</strong></td>
<td>1, 2</td>
</tr>
<tr>
<td>- Demonstrates a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines.</td>
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<td>- An understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted in relation to Healthcare Management, Leadership and Innovation, alongside the field of Organisation Development &amp; Culture.</td>
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<td>Cognitive / Intellectual Skills</td>
<td>1, 2</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>• Designs and undertakes projects to address significant areas of theory and/or practice. Selects appropriate advanced methodological approaches based on critical appraisal of the literature in order to undertake a quality improvement project or innovation.</td>
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