Plymouth University

Peninsula Schools
of Medicine & Dentistry (PUPSMD)

Programme Specification

Postgraduate Diploma
Healthcare Management, Leadership & Innovation

January 2015

Date of approval: January 2015
Date of implementation: September 2015
Year of first award: 2017

Revised: October 2015
1. **Postgraduate Diploma Healthcare Management, Leadership & Innovation**

   Final award title: Postgraduate Diploma Healthcare Management, Leadership & Innovation  
   Completion of 120 credits

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

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

   Teaching institution(s): Plymouth University Peninsular Schools of Medicine & Dentistry

3. **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**

   - Develops an advanced and in-depth understanding of the academic literature and research from the fields of management and leadership and improvement science.
   - Equips students with the skills to take a lead in 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 and leadership 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.
• Elements of the course may be taken for CPD purposes.
• Can include a module dedicated to developing a research or QI project as preparation for the dissertation stage of the programme.
• Can include modules from the Simulation & Patient Safety and the Clinical Education programmes.

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”:

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

### 6. Programme Structure

The structure of the Postgraduate Diploma 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. All modules are accredited at FHEQ Level 7.

Postgraduate Certificate stage core modules:

- HML711 Foundation in Healthcare Management, Leadership & Innovation (30 Credits)
- HML712 Organisation Development and Culture (30 Credits)

Postgraduate Diploma stage core modules:

- HML721 Advanced Healthcare Management, Leadership & Innovation (30 Credits)
- PDD721 Project Design, Development and Knowledge Transfer (30 Credits) (core only if progressing to MSc)

Students exiting at the Diploma stage of the programme can choose to undertake an alternative 30 credit module instead of the Project Design, Development & Knowledge Transfer module. Those students continuing to the Masters stage of the programme must undertake the Project Design, Development & Knowledge Transfer module.

Optional modules, subject to availability of places, are:

- SIM711 Simulation and Enhanced Learning (30 credits)
- SIM714 Patient Safety and Quality Improvement (30 credits)
- SIM715 Human Factors in Healthcare (30 credits)
- CLI713 Clinical Education; Theory, Evidence and Application (30 credits)

In accordance with Plymouth University ‘Regulatory Framework for Taught Postgraduate Awards’, the award of Postgraduate Diploma requires the successful accumulation by the candidate of a minimum of 120 credits. In order to complete the Postgraduate Diploma in Healthcare Management, Leadership & Innovation, students will need to satisfy the academic standards for the required modules as outlined in the Module Records. 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 comprises an in-depth study of organisations in 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 literature. This module builds on the Foundation and Advanced Management, Leadership and Innovation modules, but also could be a stand-alone unit.

Advanced Healthcare Management, Leadership & Innovation
(30 credits)

An in-depth study of aspects of management, leadership and quality/service improvement (and how this differs from innovation) in healthcare, relevant to professionals seeking to lead services and organisations into the future. This will build on the themes from the Foundation Module and develop them in the context of the current political, economic, regulatory and technological environment.

Project Design, Development & Knowledge Transfer
(30 credits)

This module will provide students with the knowledge and skills associated with the project design, development and knowledge transfer process. Students will gain practical experience of multi-disciplinary team working through problem identification and problem solving to encourage innovation and creativity in project design, development and knowledge transfer.

Optional modules available, subject to availability of places, (for those not continuing to the Masters stage of the programme) are:

- Simulation and Enhanced Learning (30 credits)
- Patient Safety and Quality Improvement (30 credits)
- Human Factors in Healthcare (30 credits)
- Clinical Education; Theory, Evidence and Application (30 credits)

Further information about these optional modules can be found here:

7. **Programme Aims**

This programme is intended to:

1. Extend the knowledge and skills gained during the Certificate stage in the theory and principles underlying successful management, leadership and organisation development in healthcare.
2. Develop further critical skills around the evaluation and analysis of innovation and quality improvement methodologies designed to improve the effectiveness of care, and analysing the potential patient/carer/staff benefits from these.
3. Enhance the students’ reflective skills around their approach to the practical implementation of their management, leadership, innovation skills, and organisation development work.
4. Enable students to plan their dissertation project: either a research or quality improvement project in an area of management, leadership, innovation, improvement science or organisation development that interests them.

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.

- Develop critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.

- Undertake analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

8.4. Performance and practice
On successful completion, graduates should have developed the ability to:

- Autonomously implement and evaluates improvements to performance drawing on innovative or sectoral best practice.

- Incorporate a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

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.

- The skills to use personal reflection to analyse self and own actions.

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

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<th>Entry Requirements</th>
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<td><strong>BA / BSc Degree</strong></td>
<td>Normal minimum entry requirements are a Lower Second / 2:2 class honours degree in a relevant subject e.g. (clinical or non-clinical) leadership, management, innovation or related topics.</td>
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<tr>
<td><strong>APEL</strong></td>
<td>Candidates who do not possess a first degree or who have been awarded a third class honours or pass degree, or who have an unrelated first degree, may be considered for the programme on the basis of previous work experience or relevant training (for example – successful completion of the Professional &amp; Generic Skills for Doctors in Training may lead to APEL for the Foundation in Healthcare Management, Leadership and Innovation module). Candidates will be interviewed by the programme manager, and if appropriate may be required to complete an assessment to demonstrate they have the necessary knowledge and skills to allow entry.</td>
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<tr>
<td><strong>Language Requirements</strong></td>
<td>Candidates will be required to be competent in English. Candidates whose first language is not English require IELTS 6.5 (with a minimum of 5.5 in each element) or equivalent in a secure English language test. If the candidate’s English language does not meet the above standard, they will be given the opportunity to complete one of the University’s pre-sessional English language courses.</td>
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Applicants seeking the award of credits 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 Diploma 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 Diploma 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

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<tr>
<th>Programme Intended Learning Outcomes Map</th>
<th>Masters (M) Level</th>
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<td>Postgraduate Diploma in Healthcare Management, Leadership &amp; Innovation</td>
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<th>1 Graduate Attributes and Skills</th>
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<tr>
<td>Core Programme Intended Learning Outcomes (using SEEC 2010 descriptors)</td>
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<td>Related Modules and Assessments (assessments are shown in bold – see DMRs for details)</td>
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Setting

- 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 & Innovation, and Organisation Development.

1,2,3

- Foundation in Healthcare Management, Leadership and Innovation Assessment – QI/Innovation Report
- Organisation Development & Culture Assessment – Essay & Presentation
- Advanced Healthcare Management, Leadership & Innovation Assessment – Poster & Business Case
**Knowledge / Understanding**

- Demonstrates 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.

**Cognitive / Intellectual Skills**

- 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.

- Develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.

- Undertakes analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. Recognises and argues for alternative approaches.

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<td>Project Design, Development &amp; Knowledge Transfer Module Assessment – Literature Review &amp; Project Proposal</td>
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## Performance & Practice

- Autonomously implements and evaluates improvements to performance drawing on innovative or sectoral best practice.
  
- Incorporates a critical ethical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.

**Assessment**

- Foundation in Healthcare Management, Leadership and Innovation Assessment – QI/Innovation Report
- Organisation Development & Culture Assessment – Essay & Presentation
- Advanced Healthcare Management, Leadership & Innovation Assessment – Poster & Business Case
- Project Design, Development & Knowledge Transfer Assessment – Literature Review & Project Proposal

## Personal and Enabling Skills

- Makes connections between known and unknown areas, to allow for adaptation and change.
  
- Uses personal reflection to analyse self and own actions

**Assessment**

- Foundation in Healthcare Management, Leadership and Innovation Assessment – QI/Innovation Report
- Organisation Development & Culture Assessment – Essay & Presentation
- Advanced Healthcare Management, Leadership & Innovation Assessment – Poster & Business Case
- Project Design, Development & Knowledge Transfer Assessment – Literature Review & Project Proposal