



**UNIVERSITY OF
PLYMOUTH**

Faculty of Medicine and
Dentistry

Peninsula Medical School

Programme Specification

MSc Healthcare Management, Leadership & Innovation
(full time route) (4645)

MSc Healthcare Management, Leadership & Innovation
(part time route) (4634)

2018/19

1. MSc Healthcare Management, Leadership & Innovation

Final award title **MSc Healthcare Management, Leadership & Innovation**
Completion of 180 credits

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

2. Awarding Institution: University of Plymouth

Teaching institution(s): University of Plymouth Faculty of Medicine and 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

The programme will:

- Equip the students with the project management skills associated with independent study.
- Develop an advanced and in-depth understanding of the academic literature and research from the fields of management, leadership, QI science, and innovation.
- Promote the adoption of Inter-professional Learning to improve the quality of patient care.
- Equip students with the skills to take a lead in innovation for improving the quality of healthcare and promoting effective working across professions.
- Give flexibility to the Dissertation stage which can comprise a traditional research project or a Quality Improvement project.
- Enable students to develop an understanding of the importance of organisation development on operational effectiveness.
- Enable intercalating students to enrol on a full time basis from medical and dental undergraduate courses throughout the UK, provided that they have sufficient credits to continue with a masters (Level 7) qualification.

Intercalating students will study alongside postgraduate students from a variety of backgrounds and will benefit from this vibrant educational environment.

Furthermore the programme is:

- Aligned with the growing external recognition of the need for improved management and leadership capabilities within the health and care sectors.
- A key component of the mission for the Faculty of Medicine and Dentistry and the Teaching and Learning Strategy of the University of Plymouth in fostering excellence, innovation and creativity in academic and clinical disciplines across healthcare professions.
- Strongly aligned to the strategic objectives of the University of Plymouth and the South West Peninsula Postgraduate Medical Education (Deanery).
- Staffed by a collective faculty who have significant experience of implementing management, leadership and innovation strategies: translating them into health and care practice across a variety of organisations.

5. Relevant QAA Subject Benchmark Group(s)

The programme has been developed with reference to the relevant policies and procedures related to the University of Plymouth 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 by the programme. This Subject Benchmark will be used as a foundation for the Management theme of the programme.

It is intended that our Masters students should be able to meet the expectations of the QAA Subject Benchmark in that:

“Graduates will have been able to ground their new knowledge within the base of their professional experience. They will be able to reflect on and learn from that prior experience and thus be able to integrate new knowledge with past experience and apply it to new situations. They will be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically. They should also have particular strengths in analysing, synthesising and solving complex unstructured business problems. In addition to being able to communicate their findings, they should have developed the skills to implement agreed solutions effectively and efficiently. They should therefore have strongly developed interpersonal skills and to be able to interact effectively with a range of specialists.” (QAA Masters degrees in Business & Management, 2007.)

Whilst full time intercalating students who complete this programme may have very limited official roles in Management and Leadership on returning to their final year at Medical/Dental School, their clinical placements should provide ample opportunities to apply and reflect on their new knowledge within their professional experience and to fulfil the QAA Subject Benchmark above.

The programme will operate within the University of Plymouth Academic Regulations which can be found here:

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

6. Programme Structure

The structure of the MSc in Healthcare Management, Leadership and Innovation is given in the table below:

Programme structure						
<p>Students studying on a full-time basis will normally complete the full Masters programme within 12 months.</p> <p>Students studying on a part-time basis will normally complete each stage of the programme within one academic year.</p> <p>All modules are accredited at FHEQ Level 7.</p> <p><u>Postgraduate Certificate stage modules:</u></p> <table border="1"> <tr> <td style="text-align: center;"> <p>HML711 Foundation in Healthcare Management, Leadership & Innovation</p> <p>(30 Credits)</p> </td> <td style="text-align: center;"> <p>HML712 Organisation Development and Culture</p> <p>(30 Credits)</p> </td> </tr> </table> <p><u>Postgraduate Diploma stage modules:</u></p> <table border="1"> <tr> <td style="text-align: center;"> <p>HML721 Advanced Healthcare Management, Leadership & Innovation</p> <p>(30 Credits)</p> </td> <td style="text-align: center;"> <p>PDD721 Project Design, Development and Knowledge Transfer</p> <p>(30 Credits) (core only if progressing to MSc)</p> </td> </tr> </table> <p><u>Masters stage module:</u></p> <table border="1"> <tr> <td style="text-align: center;"> <p>DIS731 Dissertation</p> <p>(60 Credits)</p> </td> </tr> </table>		<p>HML711 Foundation in Healthcare Management, Leadership & Innovation</p> <p>(30 Credits)</p>	<p>HML712 Organisation Development and Culture</p> <p>(30 Credits)</p>	<p>HML721 Advanced Healthcare Management, Leadership & Innovation</p> <p>(30 Credits)</p>	<p>PDD721 Project Design, Development and Knowledge Transfer</p> <p>(30 Credits) (core only if progressing to MSc)</p>	<p>DIS731 Dissertation</p> <p>(60 Credits)</p>
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<p>DIS731 Dissertation</p> <p>(60 Credits)</p>						
<p>Students continuing to the Masters stage of the programme must undertake the Project Design, Development & Knowledge Transfer module during their Diploma year.</p> <p>In accordance with the University of Plymouth Academic Regulations the award of MSc requires the successful accumulation by the candidate of a minimum of 180 credits. In</p>						

order to complete the MSc 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.

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.

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.

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.

The following optional modules are available at the Diploma stage for those not progressing to the Masters stage of the programme and are subject to availability:

- 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)

Further information about these optional modules can be found here:

<https://www.plymouth.ac.uk/your-university/about-us/university-structure/faculties/medicine-dentistry/postgraduate-education-for-medicine-and-dentistry>

Dissertation (60 credits)

The aim of the dissertation is to enable students to demonstrate their ability to design, conduct, evaluate and write up a project on a topic that is of relevance to the title and aim of their award and in doing so, to demonstrate self-direction, originality and an ability to act autonomously in the planning and implementation of project skills at an advanced professional level. This may comprise a research or a quality improvement project depending on the student's interests.

7. Programme Aims

This programme is intended to:

1. Provide an in-depth programme around the themes of Healthcare Management, Leadership and Innovation. The Dissertation module allows the student to become immersed in a substantial piece of research or a quality improvement project. This provides an opportunity for the student to extend the knowledge and skills gained during the programme modules in a practical manner that augments the teaching and demonstrates their scholarship in the area of leadership, management and innovation practice.
2. Develop 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 execute 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.

- Act with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes.

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 and 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.
- Use ideas at a high level of abstraction.
- Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.

8.4. Performance and practice

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

- Manage and lead teams appropriately depending on the needs of the working environment, and to undertake these roles with a view to improving

patient care through a constant attention to safety, potential for improvement and opportunities for innovation.

- Autonomously implement and evaluate 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.
- Work effectively with multiple teams as leader or member. Clarifies tasks and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise.

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.
- The skills to identify, evaluate and maintain capabilities and qualities to support effective communication in a range of complex and specialised contexts.

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 DS arrangements

Entry Requirements for MSc Healthcare Management, Leadership and Innovation	
BA / BSc Degree / Intercalating students	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. However, in line with other postgraduate programmes offered by the Faculty of Medicine and Dentistry, the full-time route may be taken by students who have satisfied the selection criteria to undertake an intercalated degree.
APEL	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 <i>Professional & Generic Skills for Doctors in Training</i> 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.
Language Requirements	Candidates will be required to be competent in English. Candidates whose first language is not English require IELTS 7.0 (with a minimum of 7.0 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.

Applicants seeking the award of credit in respect of previous study, knowledge or skills should refer to the University of Plymouth Regulations relating to the Accreditation of Prior Learning (APL), available at:

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

The University of Plymouth strives to be an open and accessible organisation; one that upholds the values of equality and diversity and actively stands against all forms of discrimination. For more information on the University's Equality Scheme please see: <https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/equality-diversity-and-inclusion/equality-objectives>.

The Faculty 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 Services. For more information

please see: <https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia>.

10. Progression criteria for Final and Intermediate Awards

For further information, please refer to the Academic Regulations available at:

<https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

Level of Award

A student will be awarded an MSc with Distinction provided that they have achieved a credit-weighted average mark of 70% or above across all the modules, including the dissertation/major project, and the mark for the dissertation/major project is not less than 70%.

A student will be awarded an MSc with Merit provided that they have achieved a credit-weighted average mark of 60% or above across all the modules, including the dissertation/major project, and the mark for the dissertation/major project is not less than 60%.

11. Exceptions to Regulations

N/A

12. Transitional Arrangements

N/A

13. Appendix 1: ILOs and Skills against Modules & Assessments Mapping

Programme Intended Learning Outcomes Map MSc in Healthcare Management, Leadership & Innovation	Masters (M) Level	
1 Graduate Attributes and Skills	2	3
Core Programme Intended Learning Outcomes (using SEEC 2010 descriptors)	Programme Aim	Related Modules and Assessments (assessments are shown in bold – see DMRs for details)
<p>Setting</p> <ul style="list-style-type: none"> • 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. • Acts with initiative in decision-making and accessing support, within professional or given guidelines, accepting full accountability for outcomes. 	1,2,3,4	<ul style="list-style-type: none"> • 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 • Dissertation

<p>Knowledge/ Understanding</p> <ul style="list-style-type: none"> • 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. 	1, 2, 4	<ul style="list-style-type: none"> • 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 • Dissertation
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<p>Cognitive / Intellectual Skills</p> <ul style="list-style-type: none"> • 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. • Uses ideas at a high level of abstraction. • Flexibly and creatively applies knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions. 	1, 2, 3, 4	<ul style="list-style-type: none"> • 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 Module Assessment – Literature Review & Project Proposal • Dissertation
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<p>Performance & Practice</p> <ul style="list-style-type: none"> • 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. • Works effectively with multiple teams as leader or member. Clarifies tasks and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise. 	1,2,3,4	<ul style="list-style-type: none"> • 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 • Dissertation
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<p>Personal and Enabling Skills</p> <ul style="list-style-type: none"> • Makes connections between known and unknown areas, to allow for adaptation and change. • Uses personal reflection to analyse self and own actions • Identifies, evaluates and maintains capabilities and qualities to support effective communication in a range of complex and specialised contexts. 	1,2,3,4	<ul style="list-style-type: none"> • 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 • Dissertation
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