1. INTENDED AWARD
   2. Award: MSc
   3. Title: Leadership Development (Medical Leadership & Management)

4. DATE OF VALIDATION
   Date of most recent modification (Faculty/ADQU use only): 24-APR-19
   Version Number (ADQU use only): 6

5. AWARDING INSTITUTION
   Edge Hill University

6. TEACHING INSTITUTION

7. ADMINISTRATIVE BASE
   Faculty of Health, Social Care & Medicine

8. PLANNING UNIT
   Medical Education

10. EHU COURSE CODE
    MAS000155

11. ENTRY REQUIREMENTS
    All potential applicants must be registered with the GMC and have obtained an undergraduate degree in medicine. They are required to be working in an environment which allow them to meet the learning outcomes. This will be demonstrated on completion of the application form.

    Applicants for whom English is not their first language are required to achieve IELTS overall 6.5 with no element below 6.0.
    https://www.edgehill.ac.uk/international/entryrequirements/english-language-requirements.

    It is expected that all applicants will be interviewed to confirm the applicant's suitability and agree a pathway plan. This will be completed by the Programme Lead.

11a. IELTS Score

12. ALTERNATIVE AWARD(S)
    | Course Code | Award | Title |
    |-------------|-------|-------|
    | MAS000155   | PG Dip | Leadership Development (Medical Leadership & Management) |
    | MAS000155   | PG Cert | Health & Social Care Studies |
    | MAS000155   | PG Cert | Medical Leadership |

13. AVAILABLE MODES OF STUDY
    | Mode of Study | Indicative Course Duration | Delivery Type |
    |---------------|---------------------------|---------------|
    | Part Time     | 2                         | Classroom     |

14a. PRIMARY QAA SUBJECT
    BENCHMARK STATEMENT

14b. OTHER QAA SUBJECT
    BENCHMARK STATEMENT

14c. ACADEMIC AND PROFESSIONAL BENCHMARKS

    QAA Masters degree characteristics (2015). This programme is benchmarked against the description of the characteristics of Masters degree, including:
    -Prepare students for next stage in their careers.
    -Offers as a stage in the progression to a specialised/advanced study Masters degree to facilitate continuing professional development at different stages of a professional career.
16. PRIMARY SUBJECT AREA
N200-Management studies

17. SECONDARY SUBJECT AREA (if applicable)
N100-Business studies

18. TERTIARY SUBJECT AREA
- 

19. PROGRAMME AIMS

1. To develop leaders who are able to improve the quality of care, enhance and improve service delivery and lead people through change within the context of health and social care. This aim will be achieved within an intellectual environment, based on inter-professional learning that facilitates critical thinking, self-awareness and leadership skills in decision making within complex environments.

2. To enable students to critically reflect on their practice and act as a change champion within the context of health and social care.

3. To enable the development of intellectual and professional independence commensurate with postgraduate study, decision making and change management skills to an advanced level in the contribution to quality/service improvement.

20. PROGRAMME LEARNING OUTCOMES

The programme learning outcomes shown here describe the knowledge, understanding and skills that students will have demonstrated on achievement of their intended level 7 qualification award. Students who do not complete their full programme of study may qualify for an alternative award and the validated exit awards for this programme are listed at the front of this programme specification. The learning outcomes of level 7 exit awards are determined by the combination of modules taken and passed and can be identified from the table below.

**Level 7**

**Knowledge and Understanding**

Critically evaluate the principles that underpin leadership development and demonstrate a conceptual understanding of their application to practice.

- HEA4038; HEA4002; HEA4117

Demonstrate the ability to provide a critical rationale to support project management in order demonstrate their conceptual understanding of both theoretical constructs and application to practice.

- HEA4002

Demonstrate critical levels of reflection by using a range of self awareness tools on their own leadership style, skills and competencies to assist professional development of own leadership and change agent role.

- HEA4038; HEA4117

The benchmarks currently relate to the seminal influential reports by Darzi (2008), Francis (2013), Keogh (2013), Berwick (2013), Dalton Review (2014) and to the more recent The NHS Long Term Plan (2019). These benchmarks are subject to change and will be reviewed as appropriate.

We have looked at a number of comparable programmes and the curriculum has been informed by our involvement with both partners and stakeholders.

<table>
<thead>
<tr>
<th>Name of PSRB</th>
<th>Nature of Accreditation / Relationship</th>
<th>Status</th>
<th>Date Accreditation Confirmed</th>
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<tbody>
<tr>
<td>N200-Management studies</td>
<td>-</td>
<td>-</td>
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</table>
21. PROGRAMME STRUCTURE

1. Core modules are essential to learners’ achievement of their target award, often in respect of meeting professional standards, and are excluded from the application of condonement by assessment boards.
2. Compulsory modules are prescribed modules but are not core and therefore are condonable.
3. Optional modules are offered within programmes to provide an element of choice and variety within the programme curriculum. They do not form part of the compulsory curriculum requirements for the programme. The availability of optional modules may vary from year to year which means that not all optional modules may be available in any given year and will be subject to the module achieving minimum student numbers. Students will be required to make optional choices on an annual basis for each academic year of study.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Module Type</th>
<th>Pathway (if applicable)</th>
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<td>BUS4525</td>
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<td>CORE</td>
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<td>HEA4038</td>
<td>LEADING PEOPLE THROUGH CHANGE</td>
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<td>CORE</td>
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<td>HEA4117</td>
<td>MEDICAL LEADERSHIP</td>
<td>20</td>
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</tbody>
</table>

Critically appraise the challenges faced within the student’s work and demonstrate an ability to deal with complex issues in order to make sound judgements in the absence of complete data.

Critically analyse the theoretical frameworks and models of change management and critically explore their application to their own work area in order to demonstrate quality improvement.

Intellectual Skills

- Demonstrate a critical understanding of evidence and its application to the development of quality improvement within their area of practice.
- Critically evaluate research evidence in their specific discipline, area of expertise or professional practice.
- Integrate and synthesise diverse knowledge, evidence and concepts to promote best practice.

Transferable Skills

- Facilitation of principle-centred leadership and ability to challenge leadership paradigms and culture.
- Identify personal development needs for practice through critical reflection.
- Conceptualise, identify, access, transfer and apply research evidence to their own discipline area of expertise or practice setting in order to improve quality.
- Apply high levels of autonomy and decision-making skills to practice through the process of critical analysis, judgement and reflection.
- Promote inter-professional understanding, collaboration and effective working relationships.
- Ability to plan, manage and evaluate the acquisition of new knowledge through organisational and time management skills.

Practical Skills

- Operate in complex and unpredictable specialist situations with a critical understanding of the issues governing effective practice and quality improvement.

Hea4038; BUS4525; HEA4002; HEA4045; HEA4117

Hea4002; HEA4038

Hea4038; HEA4045; HEA4002; HEA4117

Hea4038; HEA4045; HEA4002; HEA4117

Hea4038; HEA4045; HEA4002; HEA4117

Hea4038; HEA4002; BUS4525
HEA4207 DEVELOPING A BUSINESS CASE FOR CHANGE AND INNOVATION WITHIN HEALTH & SOCIAL CARE 20 OPTIONAL
HEA4208 STRATEGIC CLINICAL LEADERSHIP 20 OPTIONAL
HEA4220 PROMOTING PROFESSIONALISM AND ETHICS IN MULTIDISCIPLINARY PRACTICE 20 OPTIONAL
HEA4444 RESEARCH METHODS 20 CORE

Core: 140 Compulsory: Optional: 40

22 ai. STUDENT 'LEARNING JOURNEY'

The programme is structured with five core modules and two optional modules up to 40 credits. Alternative PGC and PGD awards are available subject to the completion of specific modules as identified below:

Exit award - PGC Medical Leadership:
HEA 4117 Medical Leadership (core) 20 credits
HEA 4038 Leading People through Change (core) 20 credits
Plus 1 optional module 20 credits
Exit award - PGD Leadership Development (Medical Leadership & Management):
BUS4525 Collaboration across Boundaries in Management 20 credits
HEA4444 Research Methods 20 credits
Plus 1 optional module 20 credits

Target Award - MSc Leadership Development (Medical Leadership & Management):
Modules as above plus HEA4002 Advancing Practice Project 60 credits

Option modules listed above are not exhaustive - the option modules are to be selected from the CPD Postgraduate Portfolio, to include the clinical education modules, in negotiation with the Programme Leader. Suggested option choices include:

HEA4207 Developing a Business Case for Change and Innovation within Health and Social Care
HEA4208 Strategic Clinical Leadership
CPD4706 Teaching & Learning in the Medical Workplace
HEA4220 Promoting Professionalism and Ethics in Multidisciplinary Practice

Students will be made aware of the option modules when they attend for the compulsory programme interview. Each student will receive an individual programme map detailing the modules to be undertaken and the sequence. At the programme interview with the Programme Lead, students will be advised about the most relevant option choices aligned to their personal/professional developmental needs.

Alternate Exit Award - PGC Health & Social Care Studies
1 core 20 credit module, plus 2 x20 credit optional modules

23. TEACHING AND LEARNING AND ASSESSMENT STRATEGIES

Teaching and Learning strategies across the programme

The teaching, learning and assessment strategies employed within the programme are underpinned by the University Teaching and Learning Strategy (2016-2020) and the Equality and Diversity Policy (EHU, 2018), which ensures that every student will gain a positive learning experience based upon their individual needs, learning styles, abilities and requirements. As a consequence, the programme utilises a range of learning and teaching strategies relevant to the subject area involved, whilst supporting and facilitating Technology Enhanced Learning (TEL) for each individual. These teaching and learning strategies will help to promote the growth of qualities defined as 'post-graduateness' by the QAA (2016) and the Edge Hill postgraduate framework. The teaching, learning and assessment strategies employed within the programme align with the University's Equal Opportunities Policy and seek to provide a learning experience for each student based upon their individual needs, abilities and requirements. The aim is to promote deep approaches to learning (Quinn, 2007) and the critical application of theory to practice within a constructively aligned curriculum (Biggs, 1999). This will result in students studying at Master's level being able to demonstrate self-direction and take personal responsibilities for advancement of knowledge.

The programme provides a range of delivery strategies (face to face, online, flipped classroom) and there is also a high...
degree of flexibility within the specific content of this programme, which facilitates the negotiation of study in order to maximise the interests of the student and, where applicable, the employer. Optional modules will depend on the students’ choice. They will be advised and guided accordingly, by the Programme Leader and an individualised plan of study will be mapped out prior to commencement of the programme.

The programme specifically aims to produce medical leaders and managers who are able to improve the quality of care and are capable of acting as effective change agents. The overarching aim is to promote effective learning by providing opportunities to de-construct, reconstruct and critique knowledge in order to promote deeper learning (Biggs, 2003). The main influence on curriculum development is progressive ideology (Quinn, 2000) as it supports personal growth and the learning experience is based on active participation. Adopting a socially constructivist approach to teaching for learning, places value on participation, interaction and the exploration of experience, throughout the programme. Throughout the core module students will have the opportunity to critically reflect on theoretical perspectives and actively construct their knowledge through discussion, seminars, debates, group work, work based learning, interviews, reflection and small projects (HEA4117; HEA4038; HEA4444; BUS4525: HEA4002). In addition, BUS 4525 encourages a reflective action learning approach, to develop a supportive learning environment, in which all students share their learning experience. Seminars are used as a formative and summative method of assessment in the programme.

The curriculum design follows the principles of constructive alignment - the twin principles of constructivism in learning and alignment in teaching (Biggs, 2003). Therefore, the curriculum, teaching, learning and assessment are aligned to each other and encourage the learning outcomes to be achieved (Jackson, 2003). To ensure harmony between the various elements of the curriculum and the teaching and learning strategy, a mission statement has been developed. The underpinning philosophy is to 'begin with the end in mind' (Covey, 1989) so the focus is to facilitate the development of effective leaders who are congruent with the programmes vision. The principle of scaffolding (Ausbel, 1978 and Bickmore-Brand, 1994) will provide enough support to 'stretch' the learner to the next stage of development. This approach is supported by Race's (2006) five factors, underpinning successful learning, so students become active participants in the learning process and are challenged with each year of their progression.

Patchwork Text Approach (embedded within 3 core modules)

In addition to the above, unique to this programme will be the notion of patchwork texts (PT) as an approach to curriculum and assessment (Ovens, 2003). The PT approach is a blend of several 'patches' (namely, self-awareness tools) and provides students with an alternative form of assessment to the traditional essay or portfolio. The PT approach will be used in three core modules namely, HEA 4117 (Medical Leadership), HEA 4038 (Leading People through Change) and HEA 4002 Advanced Practice Project, in order to promote self-reflection and personal development. Both formative and summative feedback (see module specification) will be utilised within the modules.

The PT approach is particularly appropriate for the first module in the programme (HEA 4117). The aim will be to scaffold student learning using short pieces of writing or 'patches' that will gradually build up each week. The content of the 'patches' will emerge from reflection on the self-awareness tools undertaken during the module (HEA 4117), using Brookfield's Four Lenses (Brookfield, 1995) and will be recorded in reflective diaries. The PT approach will thus facilitate students' process of self-exporation and self-questioning, to make explicit the nature of their 'self enlightenment' journey (Ovens, 2003). The 'patches' will then form the basis of the student's summative assessment, namely a leadership personal development plan.

The PT approach will be employed again during the 'Leading People through Change' module (HEA 4038). This time the focus for the reflective diaries will be the type of change agent the student is and to use this insight as a catalyst to explore a range of strategies to facilitate their development. The reflective 'patches' will emerge from reflection on the self-assessment tools.

The reflective patches are synthesised within the final piece of work (HEA 4002). Synthesis of the self-awareness tool results informs both the students's leadership approach and change management strategy, within their service improvement project.

Reflection

Reflection has been embedded throughout the programme. Driscoll's Model (Driscoll, 1994) of reflection will be applied in HEA 4117 and HEA 4038 to determine: the type of medical leader, manager and change agent the student is; the type of medical leader, manager and change agent they aspire to be and why (this must link with the health and social care agenda); and the action that will be taken to further their leadership development. This reflection will commence in the first semester and continue throughout the programme. Within HEA4038 the notion of the change champion will be explored in relation to the student's medical leadership and change management role. The focus will then be the type of change agent they are, the type of change agent they aspire to be and why (this must link with the health and social
care agenda); and the action that will be taken to further their change management development.

BUS 4525 encourages an action learning approach that incorporates learning from case studies, to facilitate the development of a personal reflective log.

Reflection is also embedded throughout the dissertation module (HEA 4002). Students are required to evaluate how their leadership and change management approach has impacted on their service improvement project.

The importance of reflection as a fundamental part of the learning process is well documented. Reflective practice can be seen as a process of developing the participants' expertise in problem-solving, decision-making and critical thinking in complex, dynamic environments. These skills are essential to masters level study (QAA, 2015).

**Technology Enhanced Learning (Te-L)**

In line with the Institutional teaching frameworks, students will benefit from a baseline Virtual Learning Environment (VLE) and the modules within the programme will use Blackboard to support and augment the learning environment. This will add another dimension to the student learning experience. In each module, the leads will explain the use of and support students with Blackboard. In addition, students will be encouraged to complete the online learning resources sessions (UniSkills) delivered by Learning Services.

At a minimum the VLE will be used as a repository for course information (such as Handbooks) and where possible act as an extension to the face-to-face learning by inviting the learner to complete online activities. However, the planning team has also incorporated a 'flexible' element to the delivery of this programme. That is, they have introduced a form of blended learning where face-to-face sessions are the predominant delivery method supported by the institutions' VLE - Blackboard. The blended approach is best demonstrated through HEA 4117, where half the sessions are delivered online. The proposing team are cognisant of the challenges a blended mode can create, therefore, make it clear that this programme is mainly a face-to-face delivery with supportive use of the VLE. The blended approach we take is inherently responsive to the actual and perceived needs of the learner, the capacity and capability of staffing resources and is reflective of the Faculty's ongoing developments for using technology in education.

**Assessment**

The assessment processes have been designed to encourage students to adopt a deep approach to learning i.e. assessment for and of learning. Therefore, strategies adopted for this programme, are designed to measure progress of students and their achievement of the learning outcomes, in relation to the academic award. Each assessment is constructively aligned to module learning outcomes, content and context, which is reflected in learning materials and taught sessions and formative opportunities embedded in each of the modules. At level 7, students are expected to have 'in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession' (QAA 2010:15).

Subject specific knowledge and understanding is assessed summatively via course work including a personal leadership action plan (HEA 4117); a report to critique change frameworks and a personal change agent development plan (HEA 4038); critique of research methodology (HEA 4444); a portfolio to include a partnership map and reflective log (BUS 4525); and a service improvement project (HEA 4002). Depending on student choice, optional modules include developing a business case, a report, a portfolio and reflective essay. Thus this programme incorporates a diverse and appropriate range of assessment methods, which provides opportunities for each student to illustrate their strengths.

Within the programme a 20 credit Level 7 module, the word count is 4,000 words. However, the exceptions are: HEA 4117 which comprises 3,000 words. The rationale for the difference is that the summative assignment for HEA 4117 consists of an integrated reflective portfolio. The portfolio consists of a 3,000 word essay and a 1,000 word equivalency, to include the student's reflective patches, evidence and personal action plan.

HEA 4444 is a shared module across FOHSC and the wordage is 4,500.

BUS 4525 is delivered and managed within the Business School and is validated as 3,000 words.

Throughout the programme, comprehensive written feedback is provided for all summatively assessed work. The feedback outlines areas of strength and areas for development and allows students to reflect and build upon their feedback when completing subsequent work.
24. FORMATIVE ASSESSMENT

Each module has a formative assessment strategy. The course team use the principles of "feedback as feed forward" (Carless et al., 2006). It is recognised that students undertaking this programme may be operating at senior levels within medical leadership and management context, however, some considerable time may have lapsed since they last studied. The student's learning will, therefore, be 'scaffolded' particularly in the first module (HEA 4117) when a 'feed forward' formative assessment will be employed. This will consist of feedback on one reflective patch. Other core module formative assessments include: HEA 4038 a student-led seminar based on an interview of a senior leader; BUS 4525 a presentation to include a partnership map and reflective log; HEA 4444 online tasks and sharing of proposed research ideas; HEA 4002 A 'Dragon's Den' style presentation of the students's project proposal. Other formative assessments within the optional modules include work shadowing a senior leader to determine the challenges associated with developing a business case; presentations for example using a Pecha Kucha 20x20 style presentation; and online discussion.

The assessment processes within this programme are designed to encourage students to adopt a deep approach to learning. Various strategies have been adopted such as classroom debates, which are encouraged to develop students critical thinking. The online discussions following on from classroom debates will also enhances critical thinking and the use of references to underpin their arguments.

There will be planned scheduled tutorials which can be face-to-face or online, using a number of technologies (online bite size UniSkills) with the intent of enhancing academic writing skills and deeper levels of critical analysis.

Within each module, there will be sessions on academic writing and, where appropriate students will be sign posted to Learning Services for academic writing skills and analytical skills support. To ensure fairness and parity in the support on feedback on draft assignment, the Draft Assignment Support Policy will be followed.

25. SUMMATIVE ASSESSMENT

<table>
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<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Assessment Code</th>
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**26. NON-MODULAR TEACHING AND LEARNING ACTIVITIES**

**LEVEL 7**

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<th>Type</th>
<th>Hours</th>
<th>Description</th>
<th>Rationale</th>
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**Total Hours of Non-Modular Teaching & Learning Activities**

**27. INTENDED MARKET**

Home/EU only

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<th>HECOS Codes</th>
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