****

**Programme Specification**

**Title of Course: MSc Clinical Leadership**

**Date Specification Produced: 15/01/2014**

**Date Specification Last Revised: 13/10/22**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in Canvas Module pages and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | MSc Clinical Leadership |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | *N/A* |
| **Location:** | Kingston Hill Campus |
| **Programme Accredited by:** | Faculty of Health, Social Care and Education |

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The MSc Clinical Leadership was written in response to emerging NHS Policy drivers such as the Darzi Review (2008) which emphasised the need for clinical leadership training at a variety of levels within healthcare organisations. This innovative programme enables students to meet their development needs relevant to the work place and furthermore the assignments are relevant to the work place which helps to reduce the theory-practice gap. This is a distinguishing feature of the course as it is very much practice based in that respect. The course is suitable for a wide group of healthcare professionals employed in healthcare settings. Previous students have included nurses from the NHS and private sector, midwives, doctors, physiotherapists, dieticians, osteopaths, radiographers, speech therapists, researchers and lecturers.

The MSc Clinical Leadership comprises four taught modules and students also need to complete a Capstone Project. The field is supported by a well established teaching team with teachers who have extensive experience in education and clinical leadership. The teaching on the course is informed by research, with professors of nursing contributing to the programme and is practice led with senior practitioners and senior managers from the Health Service also teaching on the course.

Since the commencement of the programme, there has been a steady stream of enquiries from home and overseas students. The course offers two options: a part-time, two year option and a one year full-time option. Our home and international students include graduates from healthcare disciplines who are currently employed in healthcare settings and wish to pursue a career where their role will include clinical leadership and/or management. The assignments are structured to enable students to undertake analysis and reflection on their current role. Having international students makes it possible to compare work practices and placements as well as international health care systems and thus share experiences of different healthcare systems.

The MSc Clinical Leadership meets the criteria for widening participation in Higher Education. The course offers support for students with specific learning differences (such as dyslexia), as well as English support for international students, for whom English is not their first language.

1. **Aims of the Programme**

The main aims of the programme are:

* To provide all students with a conceptual knowledge and understanding of management theory and the application of this theory to healthcare.
* To provide all students with a conceptual knowledge and understanding of the theories of leadership and the application of these theories to clinical setting.
* To provide all students with an in-depth knowledge and understanding of the theory of change and the application of this theory to healthcare.
* To provide an opportunity for all students to develop the ability to analyse, evaluate and critically reflect upon leadership theories, relevant to their healthcare setting.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes within the base of their professional experience. The programme outcomes are referenced to the NHS Leadership Framework and QAA subject benchmarks. The programme has been designed to take account of QAA Subject Benchmark Statements (see 3.8.2 Type 3 and 5.2).

The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the frameworkfor higher education qualifications (FHEQ). All of the procedures associated with the field comply with the QAA Codes of Practice for Higher Education and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

This programme is part of the University’s Postgraduate Credit Framework (PCF). Fields in the PCF are made up of modules which are designated at level 7. Single modules in the framework are valued at 30 credits and the field may contain a number of multiple modules. The minimum requirement for a Postgraduate Certificate is 60 credits, for a Postgraduate Diploma is 120 credits and for a Masters degree is 180 credits. In some instances, the Postgraduate Certificate or Postgraduate Diploma may be the final award and Postgraduate Certificates and Postgraduate Diplomas may be offered to students who only complete specified parts of a Masters degree. All students will be provided with the PCF regulations.

| **Programme Learning Outcomes** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  **On completion of the course students will have knowledge and understanding of:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Theories of management | B1 | Critically analyse and appraise both primary and secondary sources | C1 | Prepare and deliver a formal presentation in class to peers, assessors and invited mentors from practice |
| A2 | Theory of leadership in clinical settings | B2 | Plan, conduct and report on an individual research project | C2 | Carry out subject related, practical projects |
| A3 | Theory of managing change | B3 | Assemble data from a variety of sources and discern and establish connections | C3 | Design research projects to investigate management and leadership issues |
| A4 | Application of theory to practice using the latest literature in the field. | B4 | Demonstrate the ability to be independent, autonomous learners and solve complex problems | C4 | Use a range of research methods and understand their application to a variety of projects |
| **Key Skills** | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken word | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively, orally and in writing | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | CK3 | Discuss and debate with others and make concessions to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | CK5 | Show sensitivity and respect for diverse values and beliefs |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Provide evidence of ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes formal lectures, seminars, workshops, online study, and tutorials. Students frequently engage in group work exercises, problem-based learning, and action learning sets. Many of the modules draw on activities to develop reflexivity including scenario re-enactment, role play, and reflective writing to stimulate and engage learners. The Critical Thinking Toolkit is used as a basis to encourage development of students’ critical thinking skills. Online support is provided, and students are expected to engage with discussion board activities. | | | | | | |
|  | | | |  | | |
| **Assessment strategies** | | | | | | |
| The assessment strategies employed in the programme includes written essays, reports, and dissertations, oral presentations, poster presentations, and papers for publication. | | | | | | |
|  | | | |  | | |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

* An undergraduate degree at 2.2 or above and at least six months' post-qualifying experience.
* Applicants with a recent diploma (HE), third class or ordinary degree will be considered but will be required to write a short academic essay.

Normally students are required to be employed in a healthcare setting. Exceptionally, it may be possible to take students with a recent employment history.

Students whose first language is not English should have one of the following recognised qualifications:

* IELTS (British Council) test score of 7.0 overall with 7.0 in writing and a minimum of 6.5 in all other areas.
* TOEFL iBT: overall grade 95
* LanguageCert International ESOL: C1 Expert: Pass (Grades 25-32)

CRB clearance is not required.

1. **Programme Structure**

This programme is offered in full-time or part-time mode and leads to the award of an MSc. Entry is normally at level 6.

**E1. Professional and Statutory Regulatory Bodies**

*N/A*

**E2. Work-based learning, including sandwich programmes**

Work**-**based learning is actively encouraged, and the final Capstone Project provides a structured opportunity to engage in work-based learning. As most students are employed this is easily achieved. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience so they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. Considerable numbers of students are sponsored by their employer and, therefore, work-based learning often complements projects required by the employer.

**E3. Outline Programme Structure**

The programme is delivered at level 7. The structure is shown on the next page in Table 1. In order to exit with a PG Certificate, the students must complete two modules and achieve 60 credit points. For a PG Diploma a student must complete 120 credits and for the MSc, 180 credits. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides in Canvas.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 7** | | | | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **%**  **Written exam** | **% practical exam** | **%**  **course-work** | **Teaching Block** |  |
| Healthcare Management and Evaluation | HC7001 | 30 | 7 | 0 | 0 | 100 | 1 |  |
| Leadership and Change Management | HC7002 | 30 | 7 | 0 | 50 | 50 | 2 |  |
| Reflexive Leadership | HC7007 | 30 | 7 | 0 | 0 | 100 | 3 |  |
| Research Methods and Data Analysis | HC7004 | 30 | 7 | 0 | 0 | 100 | 1 |  |
| Capstone Project | HC7005 | 60 | 7 | 0 | 20 | 80 | 2 & 3 |  |
| Students exiting the programme with 60 credits are eligible for the award of PgCert  Students exiting the programme with 120 credits are eligible for the award of PgDip | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Table 1: Course Structure for Postgraduate Certificate /Postgraduate Diploma/MSc in Clinical Leadership** | | |
| **Module Code** | **Module Title** | **Level 7 Credits** |
| HC7001 | Healthcare Management and Evaluation | 30 |
| HC7002 | Leadership and Change Management | 30 |
| **Post Graduate Certificate in Clinical Leadership** | | 60 |
| HC7007 | Reflexive Leadership | 30 |
| HC7004 | Research Methods and Data Analysis | 30 |
| **Postgraduate Diploma in Clinical Leadership** | | 120 |
| HC7005 | Capstone Project | 60 |
| **MSc in Clinical Leadership** | | 180 |

1. **Principles of Teaching Learning and Assessment**

This programme has been designed to take into account the KU Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that will enable the students to be actively engaged throughout the course.

Teaching and learning methods are carefully chosen to suit the content and the learning outcomes of the modules. These include:

* formal lectures
* group projects
* seminars
* action learning sets
* scenario re-enactment
* online individual and group tutorials
* independent learning in the work environment
* oral presentation
* research projects

Throughout the programme, emphasis is placed on developing group work skills, written and oral communication and presentation skills, analytical skills, and independent learning skills. Students benefit from interdisciplinary learning, through shared classroom learning between students from differing professional backgrounds, and with students on related postgraduate courses, as well as working with a variety of health and social care professionals during clinical practice. Selected modules from the MSc Clinical leadership are also available as option modules for the MSc Healthcare practice.

This provides the basis for students to enhance their personal objectives after graduation whether these relate to further research and/or training, careers, lifelong learning or personal development goals.

Work Based Learning (WBL)

This particular programme includes WBL. The students will utilise work-based learning in their work place and will reflect on this learning in their assignments.

Assessment

A range of assessment strategies are used in the programme. The assessments are designed to demonstrate that students have achieved the learning outcomes of each module and include:

* oral reports
* essays
* written reports
* literature reviews
* group and individual presentations
* data interpretation exercises
* project proposals

The assessments are a mixture of formative work and end of module “summative” assessments. Each module carries a final grade which is made up of the marks for end of module assessments. The contribution of the individual assessments to the module total and the requirements to pass each module will be detailed in the Canvas assessment brief and online module guides.

The development of academic skills is threaded through the course and assessed formatively and summatively. Diagnostic testing is done early in the course and constructive feedback given to the students. Students who are identified as needing extra help will be referred to the **Faculty** Academic S**ucces**s Centre (ASC) or academic skills lecturer. All students will be signposted to a resource-based Canvas module where they will find useful information and links to resources to develop academic writing.

1. **Support for Students and their Learning**

Students are supported by:

* An induction session at the beginning of the programme
* Technical support to advise students on IT use of software and data base searching
* Canvas – a versatile on-line interactive intranet and learning environment
* A Course Director who helps the students understand the course structure and assist students in decision making for accessing modules tailored to their professional needs
* Designated Module leaders and team for each module
* Study skills sessions during the course
* Study skills sessions in the library
* Individual and group tutorials
* Subject specific supervisors
* Student staff consultative committee
* A designated programme administrator
* Disability and mental health support via the Student Life Centre
* The student union
* Students from previous years who give presentations
* Formative assessment throughout each module
* The Course Director and personal tutors who provide academic and personal support throughout the course.
* Designated academic supervisor who helps the enrolled student to make the transition to Masters level study and understand how to use feedback on the postgraduate course
* Personal tutor system which helps students gain confidence in contributing to, and learning from, constructive peer review and encourages students to become part of a wider disciplinary and/or professional community.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of Study with student representation
* Student Voice
* Annual monitoring and enhancement
* Periodic review undertaken at the subject level
* Student evaluation
* Early module review
* Marking and moderation policies
* Student academic progression

1. **Employability Statement**

The course has been designed to fulfil the requirements of the health, education and social care sector and as such prepares students for leadership positions in a range of settings. Most students are already in employment and will be looking for promotion opportunities upon qualifying. Because the course is responsive to employer needs, it therefore enhances promotion possibilities.

Previous graduates have taken up leadership posts and some have also moved to teaching posts in Higher Education. The WBL element of the course lends itself very well to workplace improvements and some employers have requested that the students undertake projects which are needed in their workplace area. Through the Capstone module this is possible and provides a very good example of the link between theory and practice.

The focus of the course is on development of employability skills which are woven into the fabric of learning, teaching and assessment and include:

* The chance to start developing graduate attributes from the very beginning of the course
* The opportunity to enhance students’ employability progressively throughout the course as they have the time to reflect on, practice and improve certain skills
* The chance to make explicit the connections between university study and work, allowing students to form a clearer idea of future career possibilities and aspirations.
* The chance to develop the NHS workforce by advancing the reflective skills of students and thus developing high quality practice

1. **Approved Variants from the UMS/PCF**

**N/A**

1. **Other sources of information that you may wish to consult**

NHS Leadership Framework and QAA subject benchmarks.

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 7** | | | | |
|  | **Module Code** |  | HC7001 | HC7002 | HC7007 | HC7004 | HC7005 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | F/S | S/F | S |  |  |
| A2 | S/F | S/F | S |  |  |
| A3 | S | S | S |  |  |
| A4 | F | S | S | S | s |
| **Intellectual Skills** | B1 | S | F/S | S | F/S | F/S |
| B2 |  |  |  | F/S | F/S |
| B3 | S/F | S |  | F/S | F/S |
| B4 | S | S | S | S | F/S |
| **Practical Skills** | C1 | F | S |  | F | S |
| C2 |  |  | S | F/S | F/S |
| C3 |  |  |  | F/S | F/S |
| C4 |  |  |  | F/S | F/S |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Indicative Module Assessment Map**

This map identifies the elements of assessment for each module. Course teams are reminded that:

* There should be no more than three elements of assessment per module
* There should be no more than one formal examination per module.
* Synoptic assessments that test the learning outcomes of more than one module are permitted

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | | | | **Assessment Method 1** | | | **Assessment Method 2** | | | **Assessment Method 3** | | |
| **Level** | **Module Name** | **Module code** | **Credit value** | **Core/**  **option** | **Type** | **Word length/**  **Duration** | **Weighting %** | **Type** | **Word length/**  **Duration** | **Weighting %** | **Type** | **Word length/**  **Duration** | **Weighting %** |
| 7 | Healthcare Management and Evaluation | HC7001 | 30 | Core | Reflective essay | 3,000 words | 100 |  |  |  |  |  |  |
| 7 | Leadership and Change Management | HC7002 | 30 | Core | Individual presentation | 30 minutes | 50 | Reflective essay | 2,000 words | 50 |  |  |  |
| 7 | Reflexive Leadership | HC7007 | 30 | Core | Reflective essay | 4,000 words | 100 |  |  |  |  |  |  |
| 7 | Research Methods and Data Analysis | HC7004 | 30 | Core | Research protocol | 2,000 words | 50 | Data Analysis | 2,000 words | 50 |  |  |  |
| 7 | Capstone Project | HC7005 | 60 | Core | Individual presentation | 30 minutes | 20 | Reflexive summary  OR  WBL project report  OR  Research project report | 7,000 words | 80 |  |  |  |

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | **MSc in Clinical Leadership** |
| **Intermediate Award(s):** | **PG Certificate in Clinical Leadership**  **PG Diploma in Clinical Leadership** |
| **Minimum period of registration:** | 1 year full time/2 years part time |
| **Maximum period of registration:** | 5 years |
| **FHEQ Level for the Final Award:** |  |
| **QAA Subject Benchmark:** |  |
| **Modes of Delivery:** | Attendance |
| **Language of Delivery:** | English |
| **Faculty:** | HSSCE |
| **School:** | Nursing |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** |  |
| **Course Code:** |  |
| **Route Code:** |  |
|  |  |