

Template C4



Programme Specification

Title of Course: *MSc Clinical Leadership*

Date first produced	15/01/2014
Date last revised	17/03/2024
Date of implementation of current version	01/09/2023
Version number	4
Faculty	Faculty of Health, Science, Social Care & Education
School	School of Nursing
Department	Adult Nursing and Allied Health
Delivery Institution	N/A

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MSc Clinical Leadership
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	PG Certificate in Clinical Leadership PG Diploma in Clinical Leadership
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	N/A
Location:	Kingston Hill Campus
Language of Delivery:	English
Modes of Delivery:	Full Time Part-time
Available as:	Full field
Minimum period of registration:	Full Time - 1 Part-time - 2
Maximum period of registration:	Full Time - 5 Part-time - 5
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <ul style="list-style-type: none"> • 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. <p>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 6.5 TOEFL paper based test score of 600+ and a TWE test score of 6 TOEFL computer based test score of 250+ CRB clearance is not required.</p>

Programme Accredited by:	Faculty of Health, Social Care and Education
QAA Subject Benchmark Statements:	<p>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).</p> <p>The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the framework for 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.</p> <p>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.</p>
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/a
Recruitment, Selection and	N/a

Admission process:	
End Point Assessment Organisation(s):	N/a

SECTION 2: THE COURSE

A. Aims of the Course

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 reflect upon leadership theories, relevant to their healthcare setting.

B. 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).

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The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A4	Application of theory to practice using the latest literature in the field.	B3	Assemble data from a variety of sources and discern and establish connections	C4	Use a range of research methods and understand their application to a variety of projects
A3	Theory of managing change	B2	Plan, conduct and report on an individual research project	C3	Design research projects to investigate management and leadership issues
A1	Theories of management	B1	Critically analyse and appraise both primary and secondary sources	C2	Carry out subject related, practical projects
A2	Theory of leadership in clinical settings	B4	Demonstrate the ability to be independent, autonomous learners and solve complex problems	C1	Prepare and deliver a formal presentation in class to peers, assessors and invited mentors from practice

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. 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.

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.

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.

MSc Clinical Leadership

Level 7							
MSc Clinical Leadership							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Capstone Project	HC7005	60	7	2 & 3			
Healthcare Management and Evaluation	HC7001	30	7	1		0	0

Leadership and Change Management	HC700 2	30	7	2		0	0
Reflexive Leadership	HC700 7	30	7	1 and 2		1	1
Research Methods and Data Analysis	HC700 4	30	7	1			
Optional Modules							

Level 7 information

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

D. 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
- problem-based solving
- small group tutorials
- independent learning in work environment
- poster 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. 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 surveys
- group and individual presentations
- data interpretation exercises
- project reports

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 field handbook/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 Academic Skills Centre or academic skills tutor in the faculty.

E. 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 module leader for each module
- 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
- 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
- Disabled student support
- The student union
- Students from previous years who give presentations
- Designated Module leaders and team for each module
- Access to learning disability specialist
- Formative assessment throughout each module
- Personal tutors who provide academic and personal support throughout the course. The personal tutor system works well on the course and students have a continued and consistent support.
- Our personal tutor system which helps enrolled students to make the transition to Masters level study and understand how to use feedback on the postgraduate course
- Personal tutors who encourage students to be proactive in making links between their course and their professional and/or academic aspirations
- Personal tutors who help students to explore research aspirations and prepare them for the dynamics of supervision
- 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.

F. 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
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Mid -module evaluations

- Moderation policies
- Student academic progression

G. Employability and work-based learning

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

Previous graduates have taken up leadership posts and some have also moved to teaching posts in HE. 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 WBL 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

Work-based learning, including sandwich courses and higher or degree apprenticeships

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.

H. Other sources of information that you may wish to consult

NHS Leadership Framework and QAA subject benchmarks.

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7				
		HC7005	HC7004	HC7001	HC7007	HC7002
Knowledge & Understanding	A4	S	S	S	S	S
	A3			S	S	S
	A1			S	S	S
	A2			S	S	S
Intellectual Skills	B3	S	S	S		S
	B2	S	S			
	B1	S	S	S	S	S
	B4	S	S	S	S	S
Practical Skills	C4	S	S			
	C3	S	S			
	C2	S	S		S	
	C1	S	F	S		S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.