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Programme Specification

> **Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title
PG Cert Strategic Leadership and Multi-Professional Education in Healthcare

1.	**Awarding Institution/Body**	University of Kent
2.	**Teaching Institution**	Health Education England Kent Surrey and Sussex (HEEKSS)
3.	**School responsible for management of the programme**	Centre for Professional Practice
4.	**Teaching Site**	Health Education England sites in Kent Surrey and Sussex
5.	**Mode of Delivery**	Part-time over either one year (usually Autumn start or by exception a Spring start) or two years.
6.	**KentVision Academic Model**	To be completed in due course, once approved by the University
7.	**Programme accredited by**	N/A
8.	**a) Final Award**	Postgraduate Certificate
8.	**b) Alternative Exit Awards**	N/A
9.	**Programme**	PG Cert in Strategic Leadership and Multi-professional Education in Healthcare
10.	**UCAS Code (or other code)**	
11.	**Credits/ECTS value**	60 Credits (30 ECTS)
12.	**Study Level**	Level 7
13.	**Relevant QAA subject benchmarking group(s)**	N/A
14.	**Date of creation/revision** *(note that dates are necessary for version control)*	July 2018 (revision 10th June 2020)
15.	**Intended Start Date of Delivery of this Programme**	September 2020

| **16. Educational Aims of the Programme** |
| The programme aims to: |

- Give students the opportunity to develop multi-disciplinary approaches that support contemporary practice within a healthcare setting.
- Foster the intellectual and professional development of health care practitioners to extend and deepen their analytical and critical reasoning capabilities underpinning practice-based learning.
- Develop competence in applying theoretical and practice -based skills to advance leadership and change in health care organisations.
- Equip health care practitioners for their role in challenging, questioning and realigning strategies relating to education of health professionals.
- Develop the critical and analytical capabilities of health care practitioners in relation to analysis and interpretation of data.
- Provide supervision for advanced health care practitioner practice that builds a culture of critical evaluation and enquiry in the practice environment.
- Contribute to the development and dissemination of evidence-based practice within professional contexts.
- Enhance the health care practitioner's programme of personal development, reflective practice and impact.

| **17 Programme Outcomes** |

A. Knowledge and Understanding of:

1. Experiential learning, theory, concepts and how they apply to practice.
2. Reflection on learning and leadership styles and approaches gained through practice.
3. The principles and practice involved in collaborative working.
4. The need to recognise ethical issues in practice and manage any implications.
5. How to critically evaluate and synthesise theory and research within a discipline of Strategic Leadership and Healthcare Practitioner Education.

Skills and Other Attributes

B. Intellectual Skills:

1. The ability to contribute to the development of healthcare through reflective practice and innovation.
2. Present critical, analytical reasoning and experiential learning into organised written and oral formats.
3. As an educator/strategic leader, demonstrate the ability to work independently, efficiently and professionally within healthcare NHS frameworks and professional codes of practice and conduct, with recognition of moral and ethical issues, whilst managing any conflicting priorities.
4. Accept responsibility for own lifelong learning and continuing professional development.
5. Collect and analyse qualitative and/or quantitative data from experiential learning to inform evidence-based enquiry.

C. Subject-specific Skills:

1. Demonstrate and apply knowledge and understanding of Strategic Leadership informed by current scholarship and research, including a critical awareness of current issues and developments in the subject and their profession.
2. Demonstrate and apply an in-depth knowledge and understanding of healthcare professional education informed by current scholarship and research, including a critical awareness of current issues and developments in the subject and in their profession.
3. Apply the appropriate leadership style required for different situations, including: motivating and monitoring performance, coaching and mentoring.
4. Critically interpret and apply methodologies for evaluating, analysing and appraising organisational practice.

D. Transferable Skills:

1. Prepare and communicate information on complex contemporary issues in strategic leadership and/or healthcare education to specialist and non-specialist audiences.

2. Demonstrate IT skills including the ability to search for, manage, manipulate and critically evaluate, internet-based information/resources.

3. To be an independent and autonomous learner (using learning resources, note taking, revision, time constrained techniques, reading effectively and action planning.

4. Analyse, interpret and assess the value of evidence to inform problem solving.

5. Solve problems in creative and innovative ways and communicate the outcome.

6. Demonstrate collaborative skills.

7. Develop a self-reflective element to learning and evaluation.

8. Demonstrate the ability to make decisions in challenging situations.

9. Take responsibility for continuing to develop own knowledge and skills.

10. Prioritise workload and manage time effectively.

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

All students on this programme will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the programme. Methods employed to develop knowledge and understanding may include: tutor facilitated learning sets including discussion, case studies, experiential and blended learning and work-related activity and application.

All assessment takes place within the modules. Formal summative assessment will be portfolio based. Portfolios will contain a combination of the following evidence such as: short answer written reflections to address module learning outcomes, written reflection on peer observation, and other evidence, as appropriate, to support the application to become a supervisor in HEEKSS.

> For more information on the skills developed by individual modules and on the specific learning outcomes associated with any alternative exit award relating to this programme of study, see the module mapping table, located at the end of this specification.

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18 Programme Structures and Requirements, Levels, Modules, Credits and Awards

PG Certificate in Strategic Leadership and Multi-professional Education in Healthcare

This programme is studied part-time either over one year usually an Autumn start (or by exception) a Spring start, or two years. The programme is divided into 3 x 20 credit modules. All compulsory modules are core to the programme and must be taken by all students studying the programme

Each 20 credits represent approximately 200 hours of student learning endeavour and assessment. One credit corresponds to approximately ten hours of learning time (including all classes and all private study and research). Thus obtaining 60 credits requires 600 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at

http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

Each module is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at http://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex2.html. All modules are compulsory to the programme and must be taken by all students studying the programme.

The modular format involves the learner developing both their professional acumen and their intellectual skills so as to reach the stand of a level 7 award.

The programme is delivered through facilitated learning sets. Students' progress will be monitored and supported throughout their studies by an Academic Mentor.

The programme will include a session on Study Skills and academic referencing in order to prepare students for the transition to degree level work.

The programme will be delivered part-time over a series of sessions facilitated by the Academic Mentor, supported by e-learning resources.

Students must gain a mark of 50% or above in every module for the PG certificate to be awarded.

At postgraduate level the 'Summer Term' includes the standard summer vacation period. For specific details of term dates please refer to https://www.kent.ac.uk/academic/University-term-dates/Menutermdates.html.

One Year Option

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KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules - modules are delivered concurrently					
WL907	WL907	Evidence Based Practice	7	20	Sept to June Or Jan - Nov
WL908	WL908	Collaborative and Multi-professional Working	7	20	
WL909	WL909	Supervision in the Workplace	7	20	

Two Years Option

KV Code	SDS Code	Title	Level	Credits	Term(s)
Stage 1 Year 1					
Compulsory Modules					
WL909	WL909	Supervision in the Workplace	7	20	Autumn
Plus one of the modules below:					
WL907	WL907	Evidence Based Practice	7	20	Spring
WL908	WL908	Collaborative and Multi-professional Working	7	20	Spring/Summer
Stage 2 Year 2					
The remaining module (not previously completed during Year 1)					
WL907	WL907	Evidence Based Practice	7	20	Spring
WL908	WL908	Collaborative and Multi-professional Working	7	20	Spring/Summer

Postgraduate taught programme specification – PGCert Strategic Leadership and Multi-professional Education in Healthcare

19 Work-Based Learning

Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will be available to meet with the work placement provider as required to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

- The work-based learning element of this programme is underpinned by the Code Of Practice For The Assurance Of Academic Quality And Standards In Higher Education, September 2007 Section 9.

- Work-based learning is integral to the programme and emphasises widening learning opportunities, as well as integrating work related interest into postgraduate scholarship. Work-based learning provides the context for the critical appraisal and ongoing development of professional practice, thus practitioners are able to engage creatively with the concerns of their organisations in a conversant and research-minded way. There are two discrete elements, the first of which is learning in one's own workplace (internal experience), the second is learning from the work experience of others (external). In order to support the work-based learning aspect, students will be encouraged to identify a work- based mentor.

- All students on this part-time programme will be working in 'practice'. The work-related learning (WRL) element is an integral part of each of the compulsory modules. The theoretical taught elements of the programme are delivered over a series of facilitated learning set sessions based in a locality. The remainder of the allocated learning hours is to be completed through WRL and self-directed academic study.

- All assignments are based on how learning from the programme is applied within individual students own work place setting in order to demonstrate acquisition of the module learning outcomes.

20 Support for Students and their Learning

- School and University induction programme.
- Programme/module handbooks.
- HEEKSS Patch Associate GP Deans
- Postgraduate student representation at HEEKSS Academic Mentor Committee (equivalent of Board of Studies)

21 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

21.1 Entry Route

For current information, please refer to the University prospectus

For fuller information, please refer to the University prospectus and HEEKSS website. HEEKSS will administer the initial application process in terms of the potential applicants suitability for the programme:

Primary Entry Requirement

- Applicants must have Membership of their relevant Royal College or professional organisational equivalent and usually have 3 years post qualification as a healthcare professional, have a substantive post in practice and have worked for a minimum of one year in their current practice.
- The applicant should be working in a clinical setting where good clinical standards have been demonstrated: For general practitioners this would include a satisfactory CQC report and a minimum of 90% for markers of clinical care.
- Students who have achieved a nationally recognised qualification, plus evidence of recent study and acquisition of academic threshold concepts from a relevant discipline or experiential equivalent.
- Students will be selected using prior agreed HEEKSS selection to assess suitability for undertaking the programme.
- All applicants should be located in a workplace setting and able to carry out the requirements of the modules.
- Entry will be dependent on at least one supporting reference from their current employing organisation or a professional or academic advocate, indicating academic and personal suitability for the programme of study.
- Access and ability to use computer and broadband: word processor, spreadsheet, presentation packages (e.g. PowerPoint), Internet and email is essential.

Excluded combinations:

For general practitioners those on the Retainer Scheme, or/and locums are not eligible for this programme.

21.2 What does this programme have to offer?

- An accessible, flexible and student-centred approach based on geographically based learning sets.
- The opportunity to develop knowledge and understanding of the complexities of multi-professional working and workforce development.
- A module structure, providing the opportunity to gain credits for individual modules.
- A fresh, innovative, flexible and work-related structured master's programme specifically for healthcare professionals that is consistent with the needs of healthcare profession in terms of academic development yet recognises their duties and roles within the NHS.
- A programme content that promotes knowledge and competency acquisition.
- A high standard of teaching and blended learning delivered and managed by experienced academic and specialist staff.
- The opportunity to develop high level reflection on experience gained through practice and experiential learning.
- The opportunity to develop both personal and professional skills enabling the effective engagement in meeting the challenges within a changing multi-professional context.
- Access to educational networks and personnel within primary and secondary care.

21.3 Personal Profile

Essential:

- Employed within a workplace setting providing NHS services.
- An enquiring approach to professional practice and an established commitment to continued professional development.
- A willingness to acquire the skills necessary to develop theoretically-informed competent practice.
- Membership of relevant professional body.

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- To be up to date with the requirement of the relevant revalidation process for their profession.
- Of professional good standing; where an issue arises and is proven, additional measure will be brought in on an individual basis.

22 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

22.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Quality Assurance Framework http://www.kent.ac.uk/teaching/qa/codes/index.html
- Periodic Programme Review http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
- External Examiners system http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html
- Annual programme and module monitoring reports http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html
- QAA Higher Education Review .
- Student module evaluations.
- Annual staff appraisal.
- Peer observation.
- Regular reports from academic mentors and meetings with HEEKSS.
- Calibration and feedback on marking assignments.
- Continuous monitoring of student/practitioner progress and attendance.
- Double marking or moderation of a sample of all assessed work carrying more than 20% of marks.
- External Examiner who will conduct regular scrutiny and provide an annual report.
- Academic School Liaison Officer (ASLO) Meetings, Feedback and Reports.

22.2 Committees with responsibility for monitoring and evaluating quality and standards

- Student Voice Committee**.**
- Board of Examiners.
- School Graduate Studies Committee.
- Faculty Graduate Studies Committee.
- Faculty Board.
- Graduate School Board.
- HEEKSS Academic Mentor Committee x 3 per year (Board of Studies).
- CPP School Joint Learning and Teaching Committee & Graduate Studies Committee.
- Faculty Graduate Studies Committee.
- HEEKSS Staff/Student Liaison Committee x 3 per year .
- Academic School Liaison Officer (ASLO) Meetings, Feedback and Reports.

22.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student Voice Committee.
- Partner Institutional Survey (equivalent of Postgraduate Taught Experience Survey (PTES)).
- Student module evaluations.
- HEEKSS Staff-Student Liaison Committee x 3 per year .

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- Student module evaluations.
- Discussions with academic mentors.
- Academic School Liaison Officer (ASLO) Meetings and Feedback.

22.4 Staff Development priorities include:

- Annual Appraisals.
- Institutional Level Staff Development Programme.
- Study Leave.
- Academic Practice Provision.
- HEA (associate) fellowship membership.
- Professional body membership and requirements.
- Programme team meetings.
- Research seminars.
- Conferences Equality, Diversity and Inclusivity (EDI) awareness.
- Dissemination of good practice on learning and teaching methods.
- Understand the support needs of part-time postgraduate students/practitioners.

23 Indicators of Quality and Standards

- Annual External Examiner reports.
- Results of periodic programme review (see https://www.kent.ac.uk/teaching/qa/review.html for the review schedule).
- Annual programme and module monitoring reports.
- Partner Institutional Survey (equivalent of PTES) results
- Most recent QAA Higher Education Review

23.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education
- University Strategy https://www.kent.ac.uk/strategy/ and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html
- Staff research activities
- NHS Staff Inclusive Practices
- University Plan https://www.kent.ac.uk/about/plan/ and Learning and Teaching Strategies https://www.kent.ac.uk/uelt/strategies/lta.html
- General Medical Council (GMC)in The Guide to Speciality Training in the UK (Gold Guide), the standard for GP Speciality Training set out by COGPED and the RCGP and the standard set out by the National midwifery and Nursing Council.

24 Inclusive Programme Design

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the programme is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

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Module Mapping: PG Certificate in Strategic Leadership and Multi- professional Education in Healthcare:

	Evidence based practice	Collaborative and multi-professional education	Supervision in the workplace
Programme Learning outcomes Knowledge and Understanding:			
A1	X	X	X
A2	X	X	X
A3	X	X	X
A4	X	X	X
A5	X	X	X
Intellectual Skills:			
B1	X	X	X
B2	X	X	X
B3	X	X	X
B4	X	X	X
B5	X		X
Subject-specific Skills:			
C1		X	X
C2	X	X	X
C3		X	X
C4	X		X
Transferable Skills:			
D1		X	X
D2	X	X	X
D3	X	X	X
D4	X		X
D5	X		X
D6	X	X	X
D7	X	X	X
D8	X		X
D9	X	X	X
D10	X	X	X

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