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.

<table>
<thead>
<tr>
<th>Degree and Programme Title</th>
<th>Post Graduate Diploma and MSc in Strategic Leadership and Multi-professional Education in Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Awarding Institution/Body</td>
<td>University of Kent</td>
</tr>
<tr>
<td>2. Teaching Institution</td>
<td>Centre for Professional Practice</td>
</tr>
<tr>
<td>3. School responsible for management of the programme</td>
<td>Centre for Professional Practice</td>
</tr>
<tr>
<td>4. Teaching Site</td>
<td>CPP Medway</td>
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<td>5. Mode of Delivery</td>
<td>Part-time</td>
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<td>6. Programme accredited by</td>
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<td>7. Final Award</td>
<td>Post Graduate Diploma and MSc</td>
</tr>
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<td>8. Programme</td>
<td>PG Diploma and MSc in Strategic Leadership and Multi-professional Education in Healthcare (General pathway)</td>
</tr>
<tr>
<td>9. UCAS Code (or other code)</td>
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</tr>
<tr>
<td>10. Credits/ECTS value</td>
<td>120 Credits (60 ECTS)</td>
</tr>
<tr>
<td>11. Study Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>12. Relevant QAA subject benchmarking group(s)</td>
<td></td>
</tr>
<tr>
<td>13. Date of creation/revision</td>
<td>May 2015</td>
</tr>
<tr>
<td>14. Intended Start Date of Delivery of this Programme</td>
<td>September 2016</td>
</tr>
</tbody>
</table>
15. **Educational Aims of the Programme**

The programme aims to:

1. Develop competence in applying theoretical and practice-based skills to areas of strategic leadership, management and education in health care organisations.

2. Give students the opportunity to develop multi-disciplinary approaches that support contemporary practice within an healthcare setting.

3. Foster the intellectual and professional development of health care practitioners to extend and deepen their analytical and critical reasoning capabilities underpinning practice-based learning.

4. Develop competence in applying theoretical and practice-based skills to advance leadership and change in health care organisations.

5. Equip health care practitioners for their role in challenging, questioning and realigning strategies relating to education of health professionals.

6. Develop the critical and analytical capabilities of health care practitioners in relation to analysis and interpretation of data.

7. Provide supervision for advanced health care practitioner practice that builds a culture of critical evaluation and enquiry in the practice environment.

8. Contribute to the development and dissemination of evidence-based practice within professional contexts.

9. To give students the opportunity to conduct an in-depth enquiry into selected areas of interest.

10. Enhance the health care practitioner’s programme of personal development, reflective practice and impact.

16 **Programme Outcomes**

The programme provides opportunities for students/practitioners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

**A. Knowledge and Understanding of:**

1. Experiential learning, theory, concepts and how they apply to practice.
2. Reflection on learning, leadership and team working 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.
6. The importance of rigour in collecting, analysing and interpreting data.
7. The value of collecting relevant data in their research/practice area and critically analysing it in relation to previously published work and to an original hypothesis.
8. Qualitative and Quantitative research methodologies.

**Teaching and Learning and assessment methods and strategies used to enable 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: lectures, seminars and tutorials plus tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be based on a combination of the following: written assignments, oral presentations and a portfolio of evidence to address the Intended Learning Outcomes.

**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.
6. Use research methodologies to collect data that can be evaluated, interpreted, integrated and disseminated into relevant formats.
7. Recognise the value of research and scholarly activity to the systematic evaluation and development of professional practice.

**Teaching and Learning and assessment methods and strategies used to enable 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: lectures, seminars and tutorials plus tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

V6- 3
All assessment takes place within the modules. Formal summative assessment will be based on a combination of the following: written assignments, oral presentations and/or a portfolio of evidence to address the Intended Learning Outcomes.

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, team-working and learning style required for different situations, including: motivating and monitoring performance, coaching and mentoring.
4. Demonstrate the ability to use a range of techniques and research methods applicable to their professional activities.
5. Critically interpret and apply methodologies for evaluating, analysing and appraising organisational practice.
6. Apply specialist knowledge derived from applied practice.
7. Critically interpret and apply methodologies for evaluating, analysing and appraising organisational practice.

Teaching and Learning and assessment methods and strategies used to enable 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: lectures, seminars and tutorials plus tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be based on a combination of the following: written assignments, oral presentations and or a portfolio of evidence to address the Intended Learning Outcomes.

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 and Learning and assessment methods and strategies used to enable 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: lectures, seminars and tutorials plus tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

All assessment takes place within the modules. Formal summative assessment will be based on a combination of the following: written assignments and or a portfolio of evidence to address the Intended Learning Outcomes.

For information on which modules provide which skills, see the module mapping at Appendix 1.

17. Programme Structures and Requirements, Levels, Modules, Credits and Awards

The PG Diploma and MSc in Strategic Leadership and Multi-professional Education in Healthcare programme is designed to be studied on a part-time basis (one year per stage – a total of two years for PG Dip and MSc). Typically a student registration would be to complete the PG Dip in one year and then the MSc in the second year. The programme is delivered through face to face and blended learning, with a minimum of 9 days of teaching (7.5 hours per day) for PG Diploma and up to 3 taught days plus up to 10 supervision tutorial hours for the MSc.

All core modules and must be taken by all students studying the programme.

Each 15 credits represent approximately 150 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 and 120 credits requires 1200 of overall learning time. For further information on modules and credits refer to the Credit Framework at http://www.kent.ac.uk/teaching/documents/quality-assurance/credit-framework/creditinfo.pdf

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.

The programme is delivered through a combination of lectures, seminars and tutorials. Students’ progress will be monitored and supported throughout their studies by a Personal Academic Support tutor or Dissertation Supervisor.

The programme begins with a compulsory preparatory Induction Programme of 2 days, which includes an introduction of Study Skills, Library Resources and Student Support.

The programme will be delivered part-time through a mix of block and day sessions (including some weekends), depending on the module. The PG Diploma and MSc programme takes into account the students’ professional interests and contexts, by offering students the opportunity to choose their optional modules from a selection of clinical and non-clinical subject areas. 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. Any specialist Dissertation supervisors will be engaged and accountable under HPL contract to the University of Kent.

Students must gain a mark of 50% or above in every module for the PG Diploma and MSc to be awarded.
**PG Diploma in Strategic Leadership and Multi-professional Education for Healthcare (PG Dip) – General Pathway.**

Students will join this programme having already achieved 60 credits.

For the PG Diploma, students are required to undertake the two Core modules totalling 45 credits at level 7 plus one optional module of 15 credits from the selection of optional modules available, such as those detailed below, including those delivered by CPP validated partners. The options may also be selected from the wider CPP or University catalogue (subject to availability).

### Core

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 817</td>
<td>Research Skills</td>
<td>7</td>
<td>15</td>
<td>Autumn, Spring and Summer</td>
</tr>
<tr>
<td>WL 875</td>
<td>Strategic Leadership and Performance Management</td>
<td>7</td>
<td>30</td>
<td>Autumn-Spring</td>
</tr>
<tr>
<td></td>
<td><strong>This is a collaborative pathway specifically designed for the professional development of HEKSS Healthcare professionals and is delivered under MOA by HEKSS.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Optional Modules:** Students will choose one optional module (possible examples outlined below) to gain the remaining 15 credits from modules available across the broader CPP and/or University catalogue, including those delivered by CPP validated partners. All optional modules are subject to availability and student numbers.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Level</th>
<th>Credits</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>WL 876</td>
<td>Strategic Leadership Through The Tele-Supervision of Students</td>
<td>7</td>
<td>15</td>
<td>Autumn, Spring and Summer</td>
</tr>
<tr>
<td></td>
<td><strong>This module will deliver the skills for strategic leaders in GDP to supervise via tele-supervision methods.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WL 874</td>
<td>Special Project</td>
<td>7</td>
<td>15</td>
<td>Autumn, Spring and Summer</td>
</tr>
<tr>
<td>WL 877</td>
<td>Strategic Leadership and Resource Management</td>
<td>7</td>
<td>15</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td><strong>This is a collaborative pathway specifically designed for the professional development of HEKSS Healthcare professionals and is delivered under MOA by HEKSS.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exit Point Award of:** Postgraduate Diploma in Strategic Leadership and Multi-professional Education in Healthcare (General) 60 credits plus previous previous 60 credits Total of 120 credits

**MSc in Strategic Leadership and Multi-professional Education in Healthcare:** In the MSc stage students undertake a core module of 60 M level credits. Students, who successfully complete this stage of the programme by meeting the required credit framework, will be eligible for the award of a Master’s degree: Strategic Leadership and Multi-professional Education in Healthcare.

In circumstances where students have not successfully completed the MSc but have attained sufficient credit, they will be eligible for the fall back award of a Diploma in Strategic Leadership and Multi-professional Education for Healthcare (PG Dip).
### Core Module

<table>
<thead>
<tr>
<th>WL 816</th>
<th>Work Related Project and Dissertation</th>
<th>7</th>
<th>60</th>
<th>Autumn-Spring</th>
</tr>
</thead>
</table>

**Exit Point Award of:** MSc in Strategic Leadership and Multi-professional Education in Healthcare (General) | 180 Credits

### 18 Work-Based Learning

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

Where relevant to the programme of study, provide details of any work-related learning element, inclusive of employer details, delivery, assessment and support for students:

- 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 in through a mix of taught blocks, weekly sessions or long weekends, module depending. The remainder of the allocated learning hours is to be completed through WRL and self-directed academic study.
- Work-related learning involves following a programme of study based on the students’ role within an appropriate workplace setting. Students will have the opportunity to assess the nature of their contribution within their immediate workplace via assignments which incorporate the application of theory and critical self-reflection.
- All assignments are based on how learning from the programme is applied within individual students' own workplace setting in order to demonstrate acquisition of the module learning outcomes. Where a student's workplace setting no-longer naturally permits application of the module learning outcomes the student may seek to negotiate an alternative form of application with the module convenor, which has equivalence and relevant to the nature of the programme.

### 19 Support for Students and their Learning

- CPP induction programme
- Programme/module handbooks
- Student Support [http://www.kent.ac.uk/studentsupport/](http://www.kent.ac.uk/studentsupport/)
- Student Wellbeing [www.kent.ac.uk/studentwellbeing/](http://www.kent.ac.uk/studentwellbeing/)
- Student Learning Advisory Service [http://www.kent.ac.uk/uelt/about/slas.html](http://www.kent.ac.uk/uelt/about/slas.html)
- Counselling Service [www.kent.ac.uk/counselling/](http://www.kent.ac.uk/counselling/)
- Kent Union [www.kentunion.co.uk/](http://www.kentunion.co.uk/)
- Graduate Student Association (GSA) [www.kent.ac.uk/graduateschool/community/woolf.html](http://www.kent.ac.uk/graduateschool/community/woolf.html)
- Graduate School (Provision of (i) skills training (workshops and online courses) (ii) institutional level induction and (iii) student-led initiatives such as social events, conferences and workshops) [www.kent.ac.uk/graduateschool/index.html](http://www.kent.ac.uk/graduateschool/index.html)
- Information Services (computing and library services) [www.kent.ac.uk/is/](http://www.kent.ac.uk/is/)
- Postgraduate student representation at School, Faculty and Institutional levels
- Centre for English and World Languages [www.kent.ac.uk/cewl/index.html](http://www.kent.ac.uk/cewl/index.html)
- Careers and Employability Services [www.kent.ac.uk/ces/](http://www.kent.ac.uk/ces/)
- International Development Office [www.kent.ac.uk/international/](http://www.kent.ac.uk/international/)
- Medical Centre [www.kent.ac.uk/counselling/menu/Medical-Centre.html](http://www.kent.ac.uk/counselling/menu/Medical-Centre.html)
- Library services, see [http://www.kent.ac.uk/library/](http://www.kent.ac.uk/library/)
PASS system, see https://www.kent.ac.uk/uelt/quality/code2001/annexg.html

20 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.

20.1 Entry Route

For fuller information, please refer to the University prospectus:

PG Diploma and MSc in Strategic Leadership and Multi-professional Education in Healthcare (General Pathway)

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 for example 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 HEKSS 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.

Advanced Standing

PG Diploma

In addition to the above, entry onto the PG Diploma programme may be achieved if participants have successfully completed one of the following:

- Successful achievement of the PG Cert Strategic Leadership and Multi-professional Education in Healthcare

Or

- Successful achievement of the PG Cert Strategic Leadership Strategic Leadership and Medical Education.

Or

- Having previously acquired 60 M level credits in an appropriate subject elsewhere. Any such claim would be required to meet the requirements of the University of Kent APECL process.
MSc

In additional to the above, entry onto the MSc programme may be achieved if participants have successfully completed the following:

- Successful achievement of the PG Diploma in Strategic Leadership and Multi-professional Education in Healthcare

Or

- Successful achievement of the PG Diploma in Strategic Leadership Strategic Leadership and Medical Education.

Applications for Accreditation of Prior Experiential and Certificated Learning are welcome in line with the University criteria outlined in Annex R of the Code of Practice

http://www.kent.ac.uk/teaching/qa/codes/taught/annexr.html

20.2 What does this programme have to offer?

- An accessible and student-centred approach.
- The opportunity to develop knowledge and understanding of the complexities of multi-disciplinary working and workforce development.
- A module structure, providing the opportunity to gain credits for individual modules.
- A fresh, innovative, flexible and work related structured masters programme specifically for healthcare professionals that is consistent with the needs of the healthcare profession in terms of academic development.
- 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.
- A programme that is recognised by national regulator and local employers.

20.3 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.
- 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.

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

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

- Periodic Programme Review http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html
21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- CPP Board of Studies
- CPP School Joint Learning and Teaching Committee & Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- CPP Staff/Student Liaison Committee

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

- Staff-Student Liaison Committee
- Annual University of Kent Student Postgraduate Evaluation Survey
- Student module evaluations
- Student Representation System (School, Faculty and Institutional level)
- Information Services (IS) Part-time and Distance Learner Support Group.

21.4 Staff Development priorities include:

- Annual RPD Appraisals
- Staff Development Programme or PGCHE (or equivalent)
- HEA (associate) fellowship membership
- Professional body membership and requirements
- Programme team meetings

22 Indicators of Quality and Standards

- Annual External Examiner reports
- Results of CPP periodic programme review (2012)
- Annual programme and module monitoring reports
- University of Kent Postgraduate Taught Experience Survey (PTES) results
- Professional accreditation (as applicable - state relevant body)
- QAA Institutional Audit 2015

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

- Staff research activities
- QAA UK Quality Code for Higher Education. http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx
- CPP School Plan and Social Science Faculty Plan
- University Plan/Learning and Teaching Strategy
- The programme and module specifications for the Strategic Leadership and Medical Education MSc
# Appendix A

## Module Mapping  PG Diploma and MSc in Strategic Leadership and Multi-professional Education in Healthcare

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>PG Diploma</th>
<th>Example of Optional Modules</th>
<th>MSc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core</td>
<td>Research Skills WL 817</td>
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<td>Strategic Leadership and Performance Management</td>
<td>Strategic Leadership and Resource Management</td>
<td>Strategic Leadership Through Tele-supervision of Students</td>
</tr>
<tr>
<td></td>
<td>WL 816</td>
<td></td>
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<p>| A1 | X | X | X | X | X | X |
| A2 | X | X | X | X | X | X |
| A3 | X | X | X | X | X | X |
| A4 | X | X | X | X | X | X |
| A5 | X | X | X | X | X | X |
| A6 | X | X | X | X | X | X |
| A7 | X | X | X | X | X | X |
| A8 | X | X | X | X | X | X |
| B1 | X | X | X | X | X | X |
| B2 | X | X | X | X | X | X |
| B3 | X | X | X | X | X | X |
| B4 | X | X | X | X | X | X |
| B5 | X | X | X | X | X | X |
| B6 | X | X | X | X | X | X |
| B7 | X | X | X | X | X | X |
| C1 | X | X | X | X | X | X |
| C2 | X | X | X | X | X | X |
| C3 | X | X | X | X | X | X |
| C4 | X | X | X | X | X | X |
| C5 | X | X | X | X | X | X |
| C6 | X | X | X | X | X | X |
| C7 | X | X | X | X | X | X |
| D1 | X | X | X | X | X | X |
| D2 | X | X | X | X | X | X |
| D3 | X | X | X | X | X | X |
| D4 | X | X | X | X | X | X |
| D5 | X | X | X | X | X | X |
| D6 | X | X | X | X | X | X |</p>
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Strategic Leadership and Multi-professional Education