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>PG Certificate in Strategic Leadership and Multi-professional Education in Healthcare</th>
</tr>
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<tr>
<td>1. Awarding Institution/Body</td>
<td>University of Kent</td>
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<td>2. Teaching Institution</td>
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<td>3. School responsible for management of the programme</td>
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<td>13. Date of creation/revision</td>
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<tr>
<td>14. Intended Start Date of Delivery of this Programme</td>
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</table>
### 15. Educational Aims of the Programme

The programme aims to:

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

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

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

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

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

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

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

8. 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 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.

#### 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: 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 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, reflection on audit activity and other evidence, as appropriate, to support the application to become a supervisor in HEKSS.

**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.

**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: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

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**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.

**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: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

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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: tutor facilitated learning sets including discussion, case studies and audit activity plus experiential and blended learning and work related activity and application.

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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

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

This programme is studied part-time over one year. 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/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 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.

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<td>Collaborative and Multi-professional Working</td>
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<td>WL909</td>
<td>Supervision in the Workplace</td>
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<td>20</td>
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</tbody>
</table>

**Exit Point:** PG Cert in Strategic Leadership and Multi-professional Education in Healthcare 60 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:

- 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 on-going 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.

19 Support for Students and their Learning

- Programme/module handbooks
- HEKSS Academic Mentors
- HEKSS Patch Associate GP Deans
- Postgraduate student representation at HEKSS Academic Mentor Committee (equivalent to Board of Studies)
- Library services, available through local Postgraduate Centres of NHS Trusts
- 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)

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 and HEKSS website.

HEKSS 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 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.

20.2 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
- A programme that is recognised by national regulatory body.

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](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](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](http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html)
- QAA Higher Education Review, see [http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx](http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx)
- Student module evaluations
- Regular reports from academic mentors and meetings with HEKSS
- 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.

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Board of Examiners
- HEKSS Academic Mentor Committee x 3 per year (Board of Studies)
- CPP School Joint Learning and Teaching Committee & Graduate Studies Committee
- Faculty Graduate Studies Committee
- Faculty Board
- HEKSS Staff/Student Liaison Committee x 3 per year

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
- Discussions with academic mentors
- Student module evaluations
- Student Representation System (School, Faculty and Institutional level)

21.4 Staff Development priorities include:

- Programme team meetings
- Attendance at subject update conferences/seminars.
- Dissemination of good practice on learning and teaching methods.
- Membership of relevant professional / academic bodies.
- Academic Practice Provision: opportunities to acquire further academic qualifications
- Understand the support needs of part-time postgraduate students/practitioners.
## 22.1 The following reference points were used in creating these specifications:

- Annual External Examiner reports
- Results of CPP periodic programme review *(2012)*
- Annual programme and module monitoring reports
- University of Kent Postgraduate Taught Experience Survey for Validated Students results
- QAA Institutional Audit 2015

- Staff research activities
- QAA UK Quality Code for Higher Education. [http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx](http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/Pages/default.aspx)
- The University of Kent Learning and Teaching Strategy.
- The University of Kent Credit Framework.
- The University of Kent QA Policy and Procedures.
- General Medical Council (GMC) in The Guide to Specialty Training in the UK (Gold Guide), the standards for GP Specialty Training set out by COGPED and the RCGP and the standards set out by the National midwifery and Nursing Council
<table>
<thead>
<tr>
<th></th>
<th>Evidence Informed Practice</th>
<th>Collaborative and Multiprofessional Working</th>
<th>Supervision in the Workplace</th>
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