

# Healthcare Leadership and Commissioning Application Handbook 2016-17

Department of Medical Education, BSMS



Postgraduate Certificate Healthcare Leadership and Commissioning

Postgraduate Diploma Healthcare Leadership and Commissioning

Masters Healthcare Leadership and Commissioning

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## Introduction

The vision for this course is to offer an innovative blend of leadership theory, contemporary healthcare policy, and active application to practice, which will equip clinicians, leaders, commissioners and managers to develop deep knowledge and understanding of healthcare leadership. Students will address complex situations in the organisation and leadership of healthcare within both the wider public service context, and the local context in which they operate.

We have been offering in-depth academic study of Healthcare Leadership and Commissioning at the Brighton and Sussex Medical School over the past 10 years. This course is academically rigorous and multi-disciplinary, based in research on healthcare and service improvement; modules are highly evaluated. The course team comprises respected and credible healthcare leaders, with a portfolio of roles in national and local leadership.



Students graduating from the course will be clinical and managerial specialists: they will apply their range of specialist skills to the healthcare challenges facing their services and organisations. They will conduct research and enquiry into challenges to the dominant 20<sup>th</sup> century models of healthcare, and be able to apply a range of specialist knowledge and skills to respond to and shape the changing healthcare environment of the 21<sup>st</sup> century.

The course modules focus on theory, policy and practice: they combine academic and research evidence with an up-to-the-minute take on current policy, using structured practical projects and work-orientated investigations. Our multi-disciplinary approach brings clinicians, leaders, commissioners and managers together from all parts of the health and care system, offering a rich learning environment to build links with colleagues from other professions and services.

The MSc Healthcare Leadership and Commissioning uses collaborative learning, problem-solving, simulation, and student-led/Faculty-led small group seminar work. Social media tools (Twitter/Linked In) are used to connect Course team and students. This Course is particularly focused on making a topical policy offer to its students, so new publications and policy updates are regularly posted via social media.

## Aims and Learning Outcomes for the Course

This Course aims to provide advanced expert education for clinical and managerial professionals interested in developing a systematic and critical understanding of healthcare leadership and commissioning. The goal is to train students to become high achieving clinical and service leaders of the future.

The uniqueness of this course is its emphasis not only on the organisation and leadership of healthcare but also the opportunity to focus on clinical expertise and clinical contexts in some depth, alongside learning in research and the development of publishing skills. A key feature of the Course is intended to be its multi-professional nature. This is considered essential for professional practice in healthcare leadership and commissioning.

The specific aims of the course are:

1. To provide an advanced level of healthcare, leadership and commissioning knowledge blended within the organisational/service delivery context
2. To foster an environment in which work experiences are shared and a wider understanding of multidisciplinary healthcare leadership and commissioning approaches is developed
3. To provide an opportunity to learn from 'hands on' practitioners working within healthcare leadership and commissioning roles.
4. To provide comprehensive knowledge and understanding of research methods used within healthcare leadership and commissioning.
5. To enhance competence in critically evaluating and communicating research evidence from the field of leadership, change management and service improvement.
6. To provide an opportunity to plan and execute a rigorous research project in an area of healthcare leadership and commissioning.

The course focus is on developing leaders to work effectively in clinical and care settings.

The NHS Leadership Academy, in researching the evidence base for The Healthcare Leadership Model 2013, emphasises that effective leaders are people with an unusually high impact on others - in one to one relationships, as members of boards and as a presence across organisations; effective leaders learn to develop, use, manage and adapt their personal impact, and are critically reflective and aware about their leadership approach. Critical reflection and reflexivity are incorporated within the M.Sc. Healthcare Leadership and Commissioning.

## Learning Outcomes

The Learning Outcomes for the course are as follows:

### **PG Certificate Award**

By the conclusion of the Certificate programme students will be able to demonstrate achievement of the learning outcomes from two mandatory modules and one optional module as follows:

#### **PG Cert:**

Upon successful completion of the programme, students should be able to:

1. Demonstrate comprehensive understanding of healthcare leadership and commissioning situations, and their clinical and service delivery contexts.
2. Demonstrate systematic understanding of multi-disciplinary and system-wide approaches to the strategic and operational leadership of healthcare improvement
3. Demonstrate deep knowledge and understanding of organisational and service challenges, bringing both theoretical and applied perspectives to the analysis of healthcare commissioning and service design
4. Apply specialised professional knowledge and skills to complex and sensitive healthcare leadership and commissioning issues.
5. Analyse and synthesise data from a wide variety of sources to inform evidence-based practice in healthcare leadership and commissioning.

#### **PG Dip:**

Upon successful completion of the programme, in addition to the above students should be able to:

6. Demonstrate a comprehensive understanding of research methods and critical appraisal for healthcare leadership and commissioning
7. Demonstrate a systematic understanding of current issues in healthcare organisation and policy; the application of knowledge to a range of complex change situations, taking account of the drivers for change and improvement in relation to the design, delivery, outcomes and cost-effectiveness of services
8. Communicate effectively with colleagues, key stakeholders, and service users at all levels
9. Investigate and report on complex and sensitive issues pertinent to healthcare leadership and commissioning using literature searching and empirical research skills

#### **MSc:**

Upon successful completion of the programme, in addition to the above students will be able to:

10. Identify a research question, plan, conduct and report/publish a research project in their chosen area of healthcare leadership and commissioning.

## Entry Requirements

Applicants will normally have clinical, managerial, or leadership experience &/or be educated to degree level. Students are normally in practice in the health and care field. Full-time students, or students not in healthcare practice, will be identified and supported through the Tutorial process to meet course requirements, for example in terms of interpretation of their learning in relation to healthcare practice.

External applications will be made direct to BSMS - DME. Applicants will be reviewed by Course Leader. They will be expected to be aware of the latest trends and developments in Healthcare Leadership and Commissioning, e.g. through reading appropriate journals.

Applications are welcomed from International students with appropriate qualifications and experience. Where necessary, applicants may enrol in the Extended Masters programme within the Postgraduate Education in Health Sciences. This is an intensive period of training in academic writing, English language and related skills which takes place before admission to the MSc Course.

## Structure of Course

The number of modules of study you need to complete and the duration of your course will depend on the course that you have chosen (see tables).

A standard 20 credit module usually comprises one week (+35 hours) attendance at University and a further 165 hours of pre- and post-module independent study. MSc students are required to pass 180 credits at Masters Level. Exit awards at Certificate (60 credits) and Diploma level (120 credits) are also available.

Students receive individual Tutorial support by email, phone, or 1:1 in relation to all assessments: part-time students are supported through the timetable of Tutorial support which is delivered in relation to the timescale for module assessments; full-time students have a structured 1 year timetable of Tutorial support. To develop student insight and learning throughout their modules, formative assessment is offered between part 1 & 2 of modules 110, 111, and 76. Students undertake an investigative task and guided reading between Parts 1 & 2 of the module

## Postgraduate Certificate in Healthcare Leadership and Commissioning (60 Credits)

Module	Status (Credits)
MDM110 - Leadership and Change Management in Clinical services	Mandatory (20 credits)
MDM76 - Quality, Safety and Service Improvement in Clinical Services	Mandatory (20 credits)
<b>PLUS</b> <u>One other module</u> from the core list or the optional list	One module from the core or optional list (20 credits)

## Postgraduate Diploma in Healthcare Leadership and Commissioning (120 Credits)

Module	Status (Credits)
MDM110 - Leadership and Change Management in Clinical services	Mandatory (20 credits)
MDM76 - Quality, Safety and Service Improvement in Clinical Services	Mandatory (20 credits)
MDM111 - Commissioning for Quality Care	Mandatory (20 credits)
MDM50 - Principles and Practice of Public Health	Mandatory (20 credits)
MDM10 - Research Methods and Critical Appraisal	Mandatory (20 credits)
<b>PLUS</b> One module from the 'optional module' list (see below)	One optional module (20 credits)

## Master of Science in Healthcare Leadership and Commissioning (180 Credits)

Module	Status (Credits)
MDM110 - Leadership and Change Management in Clinical services	Mandatory (20 credits)
MDM76 - Quality, Safety and Service Improvement in Clinical Services	Mandatory (20 credits)
MDM111 - Commissioning for Quality Care	Mandatory (20 credits)
MDM50 - Principles and Practice of Public Health	Mandatory (20 credits)
MDM10 - Research Methods and Critical Appraisal	Mandatory (20 credits)
PLUS One module -from the 'optional module' list (see below)	One optional module (20 credits)
PLUS MDM164 - Dissertation	Mandatory (60 credits)

### Optional Modules

Optional Modules	Status (Credits)
MDM59 - Diabetes Practice in Primary Care	Optional (20 credits)
MDM119 - Understanding Dementia	Optional (20 credits)
MDM159 - Management of Long Term Conditions in Children	Optional (20 credits)
MDM122 - Communication, Learning & Teaching in Health & Social Care	Optional (20 credits)

## Timetable – 2016/17

Please see below the module dates for the upcoming 2016/17 year academic year;

<b><u>Core Modules</u></b>			
Module Code	Module Title	Date	Module Lead
MDM76	Quality, Safety and service improvement in Clinical services	2-3, 25-26 May 2017	Caroline Hopper
MDM110	Leadership and Change Management in Clinical services (Occurrence A)	3-4 November, 5-6 December 2016	Breda Flaherty
	Leadership and Change Management in Clinical services (Occurrence B)	4-5, 8-9 May 2017	Breda Flaherty
	Leadership and Change Management in Clinical services (Occurrence C)	8-9, 26-27 June 2017	Breda Flaherty
MDM111	Commissioning for Quality Care (BSMS)	30-31 January, 27-28 February 2017	Caroline Hopper
MDM50	Principles and Practice of Public Health (BSMS)	17-21 October 2016	Dr Priya Paudyal
MDM10	Research Methods and Critical Appraisal (BSMS) (Occurrence A)	3-7 October 2016	John Anderson
	Research Methods and Critical Appraisal (BSMS) (Occurrence B)	21-25 November 2016	John Anderson
	Research Methods and Critical Appraisal (BSMS) (Occurrence D)	16-20 January 2017	John Anderson
	Research Methods and Critical Appraisal (BSMS) (Occurrence F)	8-12 May 2017	John Anderson
<b><u>Optional Modules</u></b>			
Module Code	Module Title	Date	Module Lead
MDM59	Diabetes Practice in Primary Care	10 January, 7 February, 7 March, 4 April, 9 May, 13 June 2017	Dr Martin Rogers
MDM119	Understanding Dementia	10-14 October 2016	Dr Naji Tabet
MDM159	Management of Long Term Conditions in children	Not running in 2016/17. The 2017/18 module will be in Oct-Nov 2017	Dr Alok Gupta
MDM122	Communication, Learning & Teaching in Health & Social Care Occ A	13-14 October, 9-11 November 2016	Dr Jim Price
	Communication, Learning & Teaching in Health & Social Care Occ B	8-9 February, 1-3 March 2017	Dr Jim Price

## Module Descriptors

### **MDM110 Leadership and Change Management in Clinical services**

This module will enable those interested in leading and transforming services to critically appraise how to work with and challenge reform programmes, examining their impact on: service structures and relationships between: public and private providers; clinical commissioners and clinical providers; local authorities; third sector agencies; local communities; patients and the public

This module will provide an overarching understanding of the organisational context for change in health & care service settings, to enable managers, practitioners and professionals to contribute more effectively in leading and improving the design of service models and new organisational bodies, and the delivery, cost effectiveness, and outcomes of services.

### **MDM76 Quality, Safety and Service Improvement in Clinical Services**

The module will provide students with a rigorous and comprehensive academic understanding of the theory, principles and practice of quality in care and treatment, including safeguarding and patient safety, with an emphasis on health and care services in the UK.

### **MDM111 Commissioning for Quality Care**

This module will develop clinicians and practitioners to critically evaluate commissioning theory, policy and practice, drawing from clinical research evidence, organisation change theory, and market development models. This module will enable clinicians interested in commissioning to draw from the clinical evidence-base and researched outcomes of clinical interventions to justify and make sense of clinical commissioning decisions.

### **MDM50 Principles and Practice of Public Health**

The Module will provide students with an outline knowledge and understanding of the application of the scientific bases of public health. As well as offer an overview of public health principles in current practice in order to explore selected global, international and national perspectives on current public health issues.

### **MDM10 Research Methods and Critical Appraisal**

The module aims to equip participants with an understanding of quantitative and qualitative research methodologies and methods. Provide students with skills of literature searching and critical appraisal. In addition the module will facilitate the development of a soundly structured and clearly justified research proposal in their specialist area.

## Student Support

Full-time and International Students receive individual Tutorial support by email, phone, or 1:1 in relation to all assessments: part-time students are supported through the timetable of Tutorial support which is delivered in relation to the timescale for module assessments; full-time students have a structured 1 year timetable of Tutorial support. Students have advance notice of all module and submission dates at the time of course/module enrolment. New students are supported to become part of the course group by joining the Course Induction day in September, where the student guide is issued showing all module /submission dates.

## Fees

For fee information please contact: [enquiries@brighton.ac.uk](mailto:enquiries@brighton.ac.uk) or visit the following link: <http://www.brighton.ac.uk/studentlife/money/>

## Teaching Staff

Academic staff from the Faculty of Health and Social Science, Brighton and Sussex Medical School, Brighton Business School, and other faculties in the University is involved in the provision of teaching in a modular format, at Masters (M) level.

Breda Flaherty	BSMS Course Leader, MSc Healthcare Leadership and Commissioning
Caroline Hopper	BSMS Senior Lecturer
Jessie Cunnett	BSMS visiting Lecturer
Elaine Sutton	BSMS Visiting Lecturer
Paul England	BSMS visiting Lecturer
Vicki Pearce	BSMS visiting Lecturer
John Anderson	BSMS Principal Lecturer, (MDM10 and MDM164 Dissertation)
Dr Priya Paudyal	BSMS Principal Lecturer (MDM50)
Dr Jim Price	BSMS Principal Lecturer (MDM122)
Dr Martin Rodgers	BSMS Principal Lecturer (MDM59)
Dr Alok Gupra	BSMS Principal Lecturer (MDM159)
Dr Najji Tabet	BSMS Principal Lecturer (MDM119)

## Teaching and Learning Methods

The MSc Healthcare Leadership and Commissioning uses a flipped classroom approach.

Classroom time is focused on collaborative learning, problem-solving, simulation, and student-led/Faculty-led small group seminar work.



Social media tools (Twitter/Linked -In) are used to connect Course team and students outside the classroom, and most course contributors share their Twitter feed and Linked-In details. This Course is particularly focused on making a topical policy offer to its students, so new publications and policy updates are regularly posted via Twitter to give students instant updates on topical healthcare changes which they can then follow up through guided reading and website access as advised by the Course Team.

Knowledge is offered online through course materials, reading guidance, and recommended web/video links. Learning materials are posted online prior to module sessions, and students are encouraged or required to advance review as preparation for module sessions.

Students will experience the following teaching and learning strategies during their course:

- Induction
- Virtual learning environment (studentcentral/Community)
- Seminars
- Student presentations
- Lectures
- Independent and enquiry-based learning, drawing upon a range of resources
- Research and development activities
- Formative peer and self-assessment
- Reflective learning journals
- Group discussion
- Applied projects
- Personal tutorial support
- Individual and group tutorial supervision
- Social Media

## Assessment

Most modules require an in-depth evaluation of a topic chosen by the student and agreed with the module leader. Assessment vary depending on module, below is a more detailed assessment outline for core and optional modules;

### Core Modules Assessment Type

Module Code	Module Title	Assessment Method
MDM110	Leadership and Change Management in Clinical services	<p><b>Essay - (Summative)</b> 3,000 word essay in which students present a healthcare example of change relevant to the module content. This will focus on the application of leadership and change management theory to the clinical context; students will be expected to discuss the organisation and policy context for service change, and its relevance to their service example</p> <p><b>Plus</b> <b>Intra-module study – (Formative)</b> Students undertake an investigative task and guided reading between Parts 1 &amp; 2 of the module; students present their learning in seminar mode at the beginning of Part 2 of the module, with the opportunity for feedback. (Not assessed).</p>
MDM76	Quality, Safety and service improvement in Clinical services	<p><b>Presentation - (Summative)</b> Assessed student presentation in seminar mode. Students will be expected to offer an academically robust response to an overarching topic set by the Module Co-ordinator. Their response will be based in an applied Quality or Safety improvement project. Presentations will be supported by a full slide set referencing academic texts, journal articles, and relevant policy materials</p> <p><b>Plus</b> <b>Intra-module study – (Formative)</b> Students undertake an investigative task and guided reading between Parts 1 &amp; 2 of the module; students present their learning in seminar mode at the beginning of Part 2 of the module, with the opportunity for feedback. (Not assessed).</p>
MDM111	Commissioning for Quality Care	<p><b>Presentation - (Summative)</b> Assessed student presentation in seminar mode. Students will be expected to offer an academically robust response to an overarching topic set by the Module Co-ordinator. Their response will be based in an applied Commissioning issue. Presentations will be supported by a full slide set referencing academic texts, journal articles, and relevant policy</p>

		<p>materials.</p> <p><b>Plus</b></p> <p><b>Intra-module study– (Formative)</b></p> <p>Students undertake an investigative task and guided reading between Parts 1 &amp; 2 of the module; students present their learning in seminar mode at the beginning of Part 2 of the module. (Not assessed).</p>
MDM50	Principles and Practice of Public Health	<p><b>Essay - (Summative)</b></p> <p>A 2,000 word assignment critically analysing an aspect of public health theory and practice related to the student’s practice to be negotiated and agreed with module leader.</p> <p><b>Plus</b></p> <p><b>Ted Talk - (Summative)</b></p> <p>Students will prepare a 7 minutes ‘Ted Talk’ style video presentation on a topic considered to be of recent public health importance (e.g. in the last five years). The video will be assessed by two markers.</p> <p>Both components must normally be passed; compensation from one component to the other is not normally allowed.</p>
MDM10	Research Methods and Critical Appraisal	<p><b>Essay - (Summative)</b></p> <p>3,000 word assignment in which the students:</p> <ul style="list-style-type: none"> <li>• introduce and define a research issue and research question within their specialty;</li> <li>• conduct a search of the literature and critique relevant papers;</li> <li>• critique the main research methodologies and methods and justify the choice of their methods for their proposed project;</li> <li>• Provide an outline research proposal.</li> </ul> <p><b>Plus</b></p> <p><b>Reflective Account – (Formative)</b></p> <p>500 word Reflective Account of how the module has impacted upon their work. (not assessed)</p>
MDM164	Dissertation	<ul style="list-style-type: none"> <li>• <b>Written Dissertation of 12,000 words (Summative)</b></li> <li>• <b>Poster (Summative)</b></li> <li>• Viva – optional (Summative)</li> </ul> <p>Both parts must be passed.</p> <ul style="list-style-type: none"> <li>• <b>Study Protocol (Formative)</b></li> </ul>

## Optional Modules Assessment Type

Module Code	Module Title	Assessment Method
MDM159	Management of Long Term Conditions in Children	<p><b>Essay - (Summative)</b></p> <p>A 2,500 word essay and poster presentation in which students present a case to illustrate their knowledge and application of multi-disciplinary approaches to working with children with long term conditions.</p>
MDM122	Communication, Learning and Teaching in Health & social Care	<p><b>Essay - (Summative)</b></p> <p>A 4000 word assignment involving two case scenarios from the student's own practice: one addressing a clinical / professional communication encounter (2000 words) and the other a teaching / learning encounter (2000 words) should be submitted. The account will be expected to demonstrate a critically reflective and comparative analysis of the two episodes, relating theory and evidence to personal experience.</p>
MDM59	Diabetes Practice in Primary Care	<p><b>Essay - (Summative)</b></p> <p>3,000 word written assignment critically assessing the care of three clinical cases in Diabetes, known to the student, with reference to the latest evidence and literature.</p> <p><b>Reflective Account – (Formative)</b></p> <p>500 word reflective account of how the module has impacted upon the student's practice (not assessed).</p>
MDM119	Understanding Dementia	<p><b>Essay - (Summative)</b></p> <p>3,000 word written assignment.</p>

## **What current and past students say about the programme.....**

The course team has a strong track record in developing leaders and commissioners over the past five years:

### **Students described feeling more knowledgeable, skilled and confident as a result of the Module:**

*'I feel more confident in the workplace, and better able to apply my leadership and commissioning knowledge'*

*The breadth of knowledge and understanding of policy and theory have been beneficial in forcing me to face what I feel I should know ' / 'My mind and work approach was tested and stretched'*

*'Provided a range of theories for further exploration - energized me!'*

*'Enabled me to apply theoretical explanations, and think about the theory, experience or opinion that underpins my decision-making'*

*'Learnt things that helped me to understand my job in more depth, and the place of commissioners within the NHS and social care'*

*'Excellent models of change, with practical application'*

*'Expertise from lecturers has both challenged and supported my current practice'*

*'I understand now what I am doing as a Leaders and as a Commissioner, and the framework I am operating in'*

### **Students strongly valued the cross-professional mix of participants:**

*'The interaction with colleagues from different sectors proved a good source of knowledge-sharing and support'*

*'I learnt about parts of service leadership and commissioning that my job would not otherwise have exposed me to'*

*'Enjoyed challenges, solutions, and examples from other colleagues'*

### **Students strongly valued the Tutorial support, and the academic skills sessions**

*'Exceeded my expectations with regards to academic support'*

*'Found the advice for our presentations and assignments extremely beneficial'*