

# Healthcare Leadership and Commissioning Course Handbook 2018 - 2019

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 provided 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. Course students will review practical instances of leadership in healthcare in the real world, carry out investigative work on leadership and management with colleagues and staff in healthcare workplaces, and review how national strategy & policy applies to local practice.

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.

### Learning Resources

In addition to BSMS lecturers, external lecturers and contributors play an important role in ensuring that content is topical, theoretical and applied. These individuals may have a clinical, social care, expert practitioner, managerial, academic or policy background. They may come from the NHS, social care or other public policy organisations including those in the independent and third sectors, and many have a national profile.

## Aims and Objectives

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.

A unique feature 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 aspect 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 occupational experiences are shared and a wider understanding of multidisciplinary healthcare leadership and commissioning approaches is gained
3. To provide an opportunity to learn from 'hands on' practitioners working within healthcare leadership and commissioning.
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
6. To provide an opportunity to plan and execute a rigorous research project in an area of 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:

1. Demonstrate a comprehensive understanding of research methods and critical appraisal for healthcare leadership and commissioning
2. 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
3. Communicate effectively with colleagues, key stakeholders, and service users at all levels
4. 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:

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

## Skills

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

1. Access and search different databases and sources of literature and data
2. Analyse and synthesise data
3. Use evidence appropriately to inform leadership practice
4. Demonstrate professional writing and presentation skills
5. Demonstrate advanced levels of communication in organisational and clinical settings
6. Develop and submit research proposals
7. Negotiate research ethics and governance procedures
8. Relate leadership knowledge and judgment to complex organisational settings and priorities
9. Communicate and work effectively with colleagues from different disciplines and at different levels of the organisation

## Course Structure

Postgraduate Certificate (PG Cert) students are required to undertake three modules listed in the table below. The standard period of registration for the PG Cert is 1 year and the maximum is 2 years.

Postgraduate Diploma (PG Dip) students are required to undertake the five mandatory modules and one optional module (see table below for further details). For full-time students, the standard period of registration for the PG Dip is 1 year. The maximum period of registration for the PG Dip for full-time or part-time students is 3 years.

M.Sc. students are required to undertake the five mandatory modules and 1 optional module. In addition, students are required to undertake a 12,000 word dissertation. (See table below for further details). For full-time students the standard period of registration for the M.Sc. is 1 year and the maximum 3 years. For part-time students the standard period of registration is 3 years and the maximum 5 years.

### 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 and Health Economics	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 and Health Economics	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 –	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 – 2018/19

Part time students are recommended to attend modules MDM110, MDM76 and MDM10 other in year one; MDM111, MDM50 and one other optional module in year two; and complete their Dissertation in year three. Full time students must complete all modules in one academic year.

<b>Core Modules</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Date</b>	<b>Module Lead</b>	<b>Assessment Deadline</b>
<b>MDM76</b>	Quality, Safety and service improvement in Clinical services	29 - 30 Apr, 20 - 21 May,	Caroline Hopper	<b>Presentation</b> Presentation 25 Jun 2019
<b>MDM110</b>	Leadership and Change Management in Clinical services (Occurrence A)	15 - 16 Nov, 13 - 14 Dec 2018	Gaurish Chawla	5 <sup>th</sup> Feb 2019
	Leadership and Change Management in Clinical services (Occurrence B)	28 - 29 Jan, 28, Feb, 1 Mar 2019	Gaurish Chawla	4 <sup>th</sup> Jun 2019
	Leadership and Change Management in Clinical services (Occurrence C)	1 - 2 Apr, 2 - 3 May 2019	Gaurish Chawla	17 <sup>th</sup> Sep 2019
	Leadership and Change Management in Clinical services (Occurrence D)	3 - 4 Jun, 4 - 5 Jul 2019	Gaurish Chawla	17 <sup>th</sup> Sep 2019
<b>MDM111</b>	Commissioning and Health Economics (BSMS)	7 - 8 Feb, 11 - 12 Mar 2018	Breda Flaherty	4 <sup>th</sup> Jun 2019
<b>MDM50</b>	Principles and Practice of Public Health (BSMS)	8 - 12 Oct 2018	Priya Paudyal	5 <sup>th</sup> Feb 2019
<b>MDM10</b>	Research Methods and Critical Appraisal (BSMS) (Occurrence A)	1 - 5 Oct 2018	Trevor Welland	5 <sup>th</sup> Feb 2019
	Research Methods and Critical Appraisal (BSMS) (Occurrence B)	15 - 19 Oct 2018	Trevor Welland	5 <sup>th</sup> Feb 2019
	Research Methods and Critical Appraisal (BSMS) (Occurrence C)	19 - 23 Nov 2018	Trevor Welland	5 <sup>th</sup> Feb 2019
	Research Methods and Critical Appraisal (BSMS) (Occurrence D)	21 - 25 Jan 2019	Trevor Welland	4 <sup>th</sup> Jun 2019
	Research Methods and Critical Appraisal (BSMS) (Occurrence E)	11 - 15 Mar 2019	Trevor Welland	4 <sup>th</sup> Jun 2019
	Research Methods and Critical Appraisal (BSMS) (Occurrence F)	20 - 24 May 2019	Trevor Welland	17 <sup>th</sup> Sep 2019

## Optional Modules

Module Code	Module Title	Date	Module Lead	
<b>MDM59</b>	Diabetes Practice in Primary Care	8 Jan, 5 Feb, 5 Mar, 2 Apr, 7 May, 4 Jun 2019	Dr Martin Rogers	17 <sup>th</sup> Sep 2019
<b>MDM119</b>	Understanding Dementia	15 - 19 Oct 2018	Dr Naji Tabet	5 <sup>th</sup> Feb 2019
<b>MDM159</b>	Management of Long Term Conditions in children	12 - 16 Nov 2018	Dr Alok Gupta	5 <sup>th</sup> Feb 2019
<b>MDM122</b>	Communication, Learning & Teaching in Health & Social Care Occ A	9 - 11 Oct, 8 - 9 Nov 2018	Dr Jim Price	5 <sup>th</sup> Feb 2019
	Communication, Learning & Teaching in Health & Social Care Occ B	12 - 13 Nov, 10 - 12 Dec 2018	Dr Jim Price	5 <sup>th</sup> Feb 2019
	Communication, Learning & Teaching in Health & Social Care Occ C	5 - 7 Feb, 6 - 7 Mar 2019	Dr Jim Price	4 <sup>th</sup> Jun 2019
	Communication, Learning & Teaching in Health & Social Care Occ D	24 - 26 Apr, 8 - 9 May 2019	Dr Jim Price	17 <sup>th</sup> Sep 2019

## Module Descriptions

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

***MDM110 Leadership and Change Management in Clinical services*** is led by Gaurish Chawla, Teaching Fellow in Healthcare Leadership and Commissioning, BSMS

This module will provide an overarching understanding of the organisational context for change in health & care service settings. The module will enable managers, practitioners and professionals to contribute more effectively to leading and improving the design of services, to explore changing healthcare policy and its implications for service models and organisational leadership, and to critique the delivery, cost effectiveness, and outcomes of services.

This module will enable those interested in leading and transforming services to critically appraise the challenges facing public services. Students will examine service goals, strategies, and structures; analyse the relationships between public and private provision; consider the clinical, social and managerial contribution of commissioners and clinical providers, social care services, third sector agencies, patients and the public.

The module combines taught sessions by BSMS academic staff with external expert contributors, and applied project work. We encourage students to use a blended learning approach which combines teaching and learning sessions with their own work-based projects.

#### **On successfully completing this module students should have:**

- A systematic and critical understanding of public service reform theory, policy and current context
- A deep critical understanding of the theory and practice of leadership, particularly in the healthcare environment
- A critical awareness of, and ability to think reflectively about, how to initiate, lead and manage changes and improvements in healthcare services and select appropriate approaches to the change process in health & care settings
- The ability to critically appraise different organisational, service delivery and management models from other settings, with an emphasis on use of research.
- An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service transformation, and present these both orally and in written form to different audiences

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

*MDM76 Quality, Safety and Service Improvement in Clinical Services* is led by Caroline Hopper, Senior Lecturer in Healthcare Leadership and Commissioning, BSMS

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.

### **Module aims:**

- The robust application of sound educational principles to develop the students' comprehensive understanding of the academic theory, principles and practice of quality in care and treatment, including patient safety, with an emphasis on health and care services in the UK.
- An emphasis on multi professional learning to explore the academic and applied discipline of quality to lead to a greater ability to innovate and influence individual and organisational practice.
- To consolidate learning and develop students' research and problem solving abilities; facilitated group based activities are a key part of the module and are undertaken using case studies and individual investigative tasks which contribute to the development of students' assignments. Support from the module leader in plenary and tutorials is provided to develop the students' creative and critical thinking and application

### **On successfully completing this module students should have:**

- A deep critical understanding of the theory and practice of leadership in the fields of quality, safety and service improvement
- Critically appraise and reflect upon different methodologies, approaches and models relating to the principles and practice of quality and safety in care and treatment
- Develop a critical evaluation of quality assessment methods and measurement in health and care services
- Critically appraise and demonstrate a deep understanding of the service user/patients' views and experiences of health and care services and demonstrate how these impact on practice
- An ability to assimilate, synthesise and critically appraise relevant aspects of leadership for service improvement, and present these both orally and in written form to different audiences

## **MDM111 Commissioning and Health Economics**

***MDM111 Commissioning and Health Economics*** is led by Breda Flaherty, Principal Lecturer, BSMS and Course Leader M.Sc. Healthcare Leadership and Commissioning.

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

The module considers the advantages and disadvantages of different approaches to financing and organizing health services. Students will analyse the challenges facing the healthcare sector using economic concepts such as supply, demand and the market to understand resource allocation. Students are introduced to the main methods of economic evaluation (cost-effectiveness and cost-benefit analysis) and shown how they apply to decision making in healthcare.

These concepts will be applied to the provision of healthcare services and the promotion of good health. The module will consider the scope for clinicians, commissioners, and managers to shape the market and manage demand by showing how behavioural economics and social marketing can help people modify the behaviours which contribute to many health problems.

### **On successfully completing this module students should have:**

- A systematic and critical understanding of healthcare commissioning theory, policy and current context. A critical understanding of the role of markets and competition in health care delivery systems and how financing arrangements affect the achievement of health policy goals
- The ability to critically appraise different commissioning and healthcare leadership models, understanding the change process and applying different approaches to the commissioning task, with an emphasis on using clinical and organisational research. The ability to critically assess models of engagement to involve partners, patients/service users, and clinical colleagues in commissioning services
- A critical awareness of strategic planning, market development, the role of knowledge and evidence, and financial management. An ability to assimilate, synthesize and critically appraise how economic analysis can be used to analyse a key issue or problem in a health care organization
- A systematic and critical analysis of the principles of behavioural economics and their application to current health policies and the practice of social marketing
- A systematic and critical understanding of approaches and methods for collaborative working with partner agencies.

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

***MDM10 Research Methods and Critical Appraisal*** is led by Trevor Welland, Senior Lecturer, BSMS.

The module aims to provide students with an understanding of how to conduct and appraise research in their specialist areas. It aims to provide students with an understanding of research methods in health and social care and the ability to relate appropriate methods to research questions. Students will be equipped to search and critically review the literature, to develop and justify a research proposal, and to anticipate potential ethical issues in their research proposal.

### **The Aim of the module is to:**

- Equip participants with an understanding of quantitative and qualitative research methodologies and methods.
- Provide them with skills of literature searching and critical appraisal.
- Facilitate the development of a soundly structured and clearly justified research proposal in their specialist area.

### **On successfully completing this module students should have:**

1. Demonstrate a critical understanding and evaluation of major research designs and their relative strengths and limitations
2. Systematically develop and justify a chosen research approach and methodology to investigate a specific topic within their subject
3. Produce a research proposal which demonstrates appreciation of scientific methods appropriate to their specialist area
4. Critically appraise a variety of research papers across a range of study designs
5. Carry out an appropriate, rigorous review of the literature
6. Be aware of ethical and governance issues in research

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

***MDM50 Principles and Practice of Public Health*** is led by Priya Paudyal, Principal Lecturer, BSMS.

This module provides an overview of current and developing perspectives of public health and practical applications. It considers global national and local issues, as well as environmental and social factors affecting the public health. It sets the context for approaches to reduce inequalities in health. The impact of health promotion and educational strategies developed to implement public health policies are explored.

### **The Aim of the module is to:**

To provide knowledge and understanding of the application of the scientific bases of public health

To foster critical thinking and develop ability to contribute to future public health research, policy and practice

### **On successful completion of this module you will be able to:**

1. Critically explore the underpinning theories and practical applications that influence public health policy and strategy development
2. Develop a critical understanding of tools and measures that assess public health policies and their outcomes
3. Critically assess the organisational foundations of public health and relate them to current practice
4. Demonstrate an advanced understanding of the complexities of human behaviour, lifestyle and the impact of the environment on health outcomes.
5. Critically assess approaches to health promotion and education and consider the strengths and limitations of these strategies
6. Demonstrate comprehensive understanding of the significance of health inequalities and critically appraise the impact of health policies on inequalities in health.

## Assessment

Module assessment requires an in-depth evaluation of a topic chosen by the student and agreed with the module leader. Assessment modes 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></p> <p>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 and care context; students will be expected to discuss the organisation and policy context for service change, and its relevance to their clinical example</p> <p><b>Plus</b></p> <p><b>Investigative task</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.</p>
MDM76	Quality, Safety and service improvement in Clinical services	<p><b>Presentation - (Summative)</b></p> <p>Assessed student presentation in seminar mode. Students will be expected to offer an academically robust response to an overarching topic set by the Module Leader. Their response will be based in an applied Quality or Safety improvement issue. Presentations will be supported by a full slide set referencing academic texts, journal articles, and relevant policy materials</p> <p><b>Plus</b></p> <p><b>Investigative task</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.</p>
MDM111	Commissioning and Health Economics	<p><b>Presentation - (Summative)</b></p> <p>Assessed student presentation in seminar mode. Students will be expected to offer an academically robust response to an overarching topic set by the Module Leader. Their response will be based in a Commissioning or Health Economics issue. Presentations will be supported by a full slide set referencing academic texts, journal articles, and relevant policy materials.</p>

		<p><b>Plus</b></p> <p><b>Investigative task</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.</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>Case Studies - (Summative)</b></p> <p>Plan and deliver a 15 -minute learning session, on a topic of student's own practice. This session is recorded by the student and uploaded onto a web sharing site. This recorded session then forms the basis of a 2, 500-word critical analysis and reflection of this communication, teaching and learning session, using relevant, up-to-date evidence. Critical evaluation will include the implications for inter-professional working, issues of patient and carer collaboration.</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>

## Investigative task



To develop student insight and learning, and support application to practice, students are asked to complete an investigative task between part 1 & 2 for modules MDM110, MDM111, and MDM76.

Students undertake a small-scale investigative task and guided reading between Parts 1 & 2 of the module; learning and findings are presented in seminar mode at the beginning of Part 2 of the module, with the opportunity for feedback and enquiry from the Faculty

team and other students.

## Dissertation – MDM164

**MDM164 Dissertation** Module is led by John Anderson, Principal Lecturer, BSMS.

**Dissertation support to Healthcare Leadership and Commissioning students will be led by members of the Healthcare Leadership and Commissioning Faculty team**

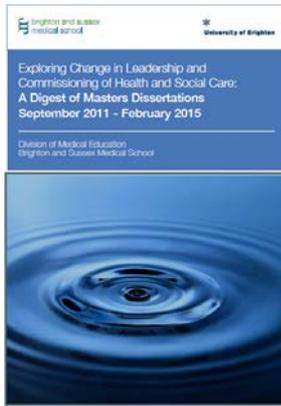
In Order to pass the MDM164 Dissertation students must submit both Module elements:

- 1) **12,000 Word Dissertation**
- 2) **Poster**

The dissertation is for students studying the MSc award and requires a rigorous piece of personal and independent research consisting of 12,000 words. In order to be able to progress to the dissertation level you must first have your proposal accepted by the Dissertation Panel. **Please note, you will be unable to progress to the dissertation if you have accrued more than 60 credits of referral.**

It is important to start thinking about your dissertation early on in the course:

- Full time students should take the 'Research Methods and Critical Appraisal' module at the start of their course (semester 1) as this is a necessary foundation for the dissertation. The dissertation proposal should also be submitted by the end of semester 1.
- Part time students should take the 'Research Methods and Critical Appraisal' module in year three (semester1) as this is necessary preparation for the dissertation. The dissertation proposal should be submitted by year 3, semester 2.



We advise all Healthcare Leadership and Commissioning students to read “Exploring Change in Leadership and Commissioning of Health and Social Care: A Digest of Masters Dissertations September 2011 - February 2015”. The majority of our postgraduate leadership students’ dissertations from 2011 to 2015 are summarised in the digest. The subjects covered within the dissertations are diverse but what links them all is the backdrop of change the authors are operating under and their concern to contribute to improvement within health and/or social care.

**Online copy:**

<https://www.bsms.ac.uk/pdf/about/Exploring-Change-in-Leadership-and-Commissioning-of-Health-and-Social-Care.pdf>

**On successful completion the MDM164 Dissertation Module you will be able to demonstrate:**

- clear aims appropriate to a master's level dissertation and to their professional situation
- high levels of autonomy and responsibility in planning and executing research
- the ability to present and justify a well-structured research question, at the forefront of their specialty
- extensive knowledge of and justification for the appropriate choice of methodology
- comprehensive understanding of, justification for, and application of the methods relevant to the chosen methodology
- evaluation and management of confounding, bias, chance and measures of association (quantitative study)
- issues of truthfulness and verifiability (qualitative study)
- the ability to analyse critically and interpret the results and findings of their study in the context of existing literature
- critical awareness of the limitations of the study and the impact of these on the results
- appropriate knowledge of, and conformity with ethical and governance requirements both in planning and execution of the study
- a depth of knowledge in the field of study appropriate for masters level
- critical evaluation of the implications of their research for future practice and research
- Awareness of current problems and/or new insights at the forefront of their academic
- Once you have registered for the dissertation module you will be invited to attend a dissertation day, these run four times per year.

You will be able to choose a dissertation that is relevant to your professional interests and practice but will need to focus on issues relating to leadership and commissioning. Your choice of topic must be discussed with the Course Leader and then agreed by the PG BSMS dissertation Panel after a formal presentation of your proposal to the Panel. Once your dissertation has been agreed you will be formally assigned a dissertation supervisor. Other regulatory requirements can be found in the dissertation handbook.

## Assessment Regulations

It is important that you become familiar with the regulations for assessments which can be found in the BSMS Student Handbook and the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Online Copy: <https://staff.brighton.ac.uk/reg/acs/docs/PGTEAR%202015-16%20final.pdf>

The University does not normally permit computer failure or workload as reasons for extension to hand-in dates. Failure to submit an assignment on the due date will result in a 'fail' result for the module. Retrieval of any failure is decided by a Course Exam Board. Work submitted within 2 weeks after the deadline for submission (**late Submissions**) may be accepted for the consideration of the Area Examination Board. The mark for that component will then be capped at the minimum pass mark of 50%.

**Extensions to submission dates are rarely given and only in *extraordinary* circumstances where evidence is provided and must be agreed in advance with the Course Leader.**

### Assessment of modules

Assessments are intended to ensure that you have achieved the learning outcomes for the modules that you have taken. The details of assessment for each module will be available in the individual module handbooks. It is usual for assignments to be relevant both to the module and to your own personal and professional development needs. Please see the table below for details of the grades awarded.

Percentage	Level
>80%	Distinction
70% - 79%	Distinction
60% - 69%	Merit
50% - 59%	Pass
40% - 49%	Fail/Refer
<40%	Fail

## 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.

## Learning Support

### LEARNING RESOURCES AND LIBRARIES

BSMS students have access to the full range of learning resources of the University of Brighton, the University of Sussex or both. Your student **enrolment card** is also your library card for these libraries.

The Universities' and NHS Trust libraries have slightly different opening hours, borrowing rights and loan periods. Streamlined access to the BSMS Library facilities is available in the BSMS Library area on **StudentCentral** and on the BSMS library webpages – [www.bsms.ac.uk/library](http://www.bsms.ac.uk/library)

<b>University of Brighton</b>	<b>University of Sussex</b>
<a href="http://library.brighton.ac.uk">http://library.brighton.ac.uk</a>	<a href="http://www.sussex.ac.uk/library/">www.sussex.ac.uk/library/</a>

BSMS have dedicated librarians who can be contacted at [bsmslibrary@bsms.ac.uk](mailto:bsmslibrary@bsms.ac.uk) and can provide support with literature searching, accessing online resources and reference management.

StudentCentral is a key electronic source of learning materials from the course, including hand-outs, timetables and announcements. ***It is imperative that you learn how to access and use this vital system of communication.*** If you are unable to attend the StudentCentral training session on the **Induction Day on Wednesday 12<sup>th</sup> September 2018** or feel that you would benefit from further instruction, then let your Course Leader know as soon as possible. A training session over lunch or at the end of the day can be arranged for a group of 3-6 people. **StudentCentral will be the main method of communication which Postgraduate Medicine will use to notify you of any changes to course location or timetable. Please check the site on a regular basis.**

**Examples of assignments which achieved a distinction will be available for you to read on StudentCentral.**

### ASK Study Guide

In addition to course-specific guidance, online resources to help you study effectively are available through the ASK Study Guide on StudentCentral. You will find the link in the “**Study Support Links**” menu on the homepage.

ASK offers advice on how to make the most of seminars and lectures, reading and note-making, preparing for exams, tackling stress, essay writing, oral presentations, group work and many other topics. You will also find information about the weekly Study Support workshops held at all university sites and specialist services such as the Maths & Stats Support Unit and English Language Support Programme.

### Use of Computers

The university provides an excellent service of access to personal computers ( both PCs and Apple Macs ) for registered students in dedicated computer pool rooms on most major sites, including Falmer, and which have extended opening hours (details on student central

[http://www.brighton.ac.uk/is/cms/index.php?option=com\\_content&task=section&id=11&Itemid=326](http://www.brighton.ac.uk/is/cms/index.php?option=com_content&task=section&id=11&Itemid=326) . There are also computer ‘trouble shooters’ often available in the pool rooms.

As a result, registration on the programme does not require you to own or access your own computer. However, many students of course do indeed own or access their own computers. We offer the following pieces of advice which have arisen from student experience over the last few years.

1. If you are relying on access to your own computer at particular time for completion or submission of an assignment or dissertation, ensure it is available and fully functioning with relevant access to the internet during the period you need it. All work must be submitted by a specific day/date/time **via the relevant website on the internet**; failure to be able to access the internet, upload and submit work by the appropriate time will result in a failure for non-submission.
2. There have been several cases where students have prepared material but have not adequately backed up and weeks of work have been lost. We **strongly** encourage you to back up fully and safely on a very regular basis.
3. Course material, advice and suggested links are always available on *Studentcentral*; you will need to familiarise yourself with it and use it fully as an aide.

## **Personal Tutors**

Your Course Leader or nominee will be your Personal Tutor for the course duration. Individual Module Leaders will support your progress through their modules. After discussion with your course or module leader a sample section from a draft assignment (up to 1000 words) may be reviewed, no later than 28 days prior to the deadline, thereby allowing sufficient time for feedback.

The Course Leader will be available for group (or personal) tutorials with you. These are held to explore your experience of the course and to support you through any decisions and difficulties that affect your progress through the course. To arrange a tutorial please contact the Course Leader via the course administrator.

## **Student Group and Peer Support**

In the generic (“professional”) modules you will be studying alongside students from a diversity of backgrounds. This will provide rich basis for academic discussion, broadening perspectives and the application in a wider arena. Experience of other courses run in Postgraduate Medicine has shown that professional culture barriers are broken down very rapidly with mutual respect for differing topic expertise and approaches to care.

Some course groups opt to share email addresses to have discussions and arrange social events. Of course, this becomes even easier if you use StudentCentral, which is the main system of electronic communication that this course uses. If you have websites for articles that you would wish to share with the rest of the group then these can be added to this system.

The flexibility of study that is afforded through the University means that not everyone on your professional modules will be taking a Healthcare and Leadership course. Some may be on other M-level courses and others may wish to study a single module for continuing professional development only. Both these groups can access the modules that you are taking but the modular pre-requisites mean that students will be able to study at graduate level and have the necessary clinical or scientific background to participate. This way, we maintain a minimum standard of entry to the module.

Occasionally, some of you may be so familiar with some parts of the modules that you feel that you aren't sufficiently challenged. It is important to bear two things in mind. Firstly, that the contact time for a module is about 30 hours but the total time you should be spending on developing your topic to M level is about 200 hours per module. The breadth and depth of your assignment should reflect this total period of study. As with all postgraduate study, the taught sessions are guides to the topic area and should be built upon to achieve the learning outcomes. The emphasis at M level is on independent learning. Secondly, this is the time when you should contribute to the in-session discussions in a way that helps other students to progress. We usually find that this effort is repaid when you come across a topic that is less known to you; you'll find that others can then help with your learning in a different stage of the course. This is a very positive aspect of multi-professional, multidisciplinary learning and teaching and its success is based on student involvement and participation.

## Useful Resources

- Twitter: follow the course on : @lead\_commission,
- Twitter: follow Course Lead Breda Flaherty on : @BredaFlaherty1
- Twitter: follow Jessie Cunnett on: @PPISolutions
- Reading lists will be made available on a modular basis via the Module Handbook.
- Students should keep updated on key policy websites:

### **NHS England**

<http://www.england.nhs.uk>

### **Department of Health**

<https://www.gov.uk/government/organisations/department-of-health>

### **Department for Communities and Local Government**

<https://www.gov.uk/government/organisations/department-for-communities-and-local-government>

### **Local Government Association**

[www.lga.gov.uk](http://www.lga.gov.uk)

### Care Quality Commission

[www.cqc.org.uk](http://www.cqc.org.uk)

### The King's Fund

[www.kingsfund.org.uk](http://www.kingsfund.org.uk)

### NHS Leadership Academy

<http://www.leadershipacademy.nhs.uk>

## Referencing

Vancouver is the adopted style of referencing for the Brighton and Sussex Medical School. This system is the one most commonly used in other medical schools and medical journals. Vancouver offers simplicity, sympathy to the flow of language and facilitates accurate word counts which do not include citations.

Harvard can be used if preferred and students will not be penalised for doing so, providing referencing is accurate, comprehensive and consistent.

To facilitate efficient and accurate referencing, the bibliographic software **Endnote** is provided on University of Brighton PCs for students and staff. This allows the creation of bibliographies in Microsoft Word, the searching of bibliographic databases and the organisation of references in a searchable database. For guidance on Vancouver see the **BSMS Vancouver Style of Referencing Hand-out** available in the *BSMS Postgraduate Taught Courses* area on **StudentCentral** and click on the tab *Academic Support*.

## Plagiarism

The University of Brighton is registered with the JISC Plagiarism Detection Service (TurnitinUK). The Service complies with UK Data Protection Law.

BSMS reserves the right to use the TurnitinUK Plagiarism Detection Service and students' work submitted for assessment purposes **will automatically be submitted to** the Service for checking. By clicking submit, a student declares their understanding that:

- a) the work is original, of their own construction and not plagiarised from other sources;
- b) anonymity has been maintained by using a pseudonym for any patient/client referred to and have not named Trusts or clinical areas, and;
- c) failure to comply with the above declaration may result in a referral or fail.

BSMS takes plagiarism extremely seriously. Plagiarism is the act of taking the work or ideas from another and passing it off as your own. Work that you submit must be free from any form of plagiarism. This includes taking passages directly from a journal, book or the internet, copying work from another student on your course, another student who studied the module previously, or

another person studying elsewhere or ghost writing. Please be aware of this information and think before you lend an essay to another student, as both parties could face disciplinary action and forfeiting of marks. Further information about plagiarism and academic misconduct, and related penalties can be found in the BSMS Postgraduate Taught Examination and Assessment Regulations (PGTEAR).

Online Copy: <https://staff.brighton.ac.uk/reg/acs/docs/PGTEAR%202015-16%20final.pdf>

**A Plagiarism Awareness Pack can be found on StudentCentral within each module area under the Assessment heading and all students are advised to read this information.**

## Student Services

**Opportunities and support to help you get the most out of your time at university.**

Student Services is a central department that provides a range of services to support you through university, and to help you get the most from your student experience. We're separate from your school and are here to help with all kinds of academic and non-academic issues.

Our experienced and supportive staff offers advice on a range of issues, including:

- Advice about money worries and how to live on a budget.
- Support in finding jobs and volunteering opportunities.
- Help accessing academic support if you have a disability, learning difficulty or long-term medical condition.
- One to one support for students with worries or concerns in a safe, confidential space.

### **Here for you, whatever the issue**

Below is an outline of some of the ways in which we can help you during your time here.

#### **Career development**

Build your employability skills and boost your graduate potential, with careers guidance, enterprise skills, and employment and volunteering opportunities.

[www.brighton.ac.uk/careers](http://www.brighton.ac.uk/careers)

#### **Chaplaincy**

There's more to the Chaplaincy than you think with social events, retreats, worship, discussion, support and listening.

[www.brighton.ac.uk/studentlife/chaplaincy](http://www.brighton.ac.uk/studentlife/chaplaincy)

#### **Childcare**

With two Ofsted rated nurseries open to children of staff, students and the local community, the University of Brighton is an excellent choice for high quality, affordable and flexible childcare.

[www.brighton.ac.uk/childcare](http://www.brighton.ac.uk/childcare)

### **Counselling**

Whatever the reason, if you are finding academic life is causing you concern, or for personal reasons you need someone to talk things over with, you don't need to feel that you are all alone with your worries. Talk to one of our trained counsellors in a safe and confidential space.

[www.brighton.ac.uk/studentlife/counselling](http://www.brighton.ac.uk/studentlife/counselling)

### **Disability and dyslexia support**

If you've got a disability, specific learning difficulty or long term-health condition and choose to disclose it in confidence to the Disability and Dyslexia team, you'll discover the wide range of academic and personal support available.

[www.brighton.ac.uk/disability](http://www.brighton.ac.uk/disability)

### **Health and wellbeing**

Looking after yourself whilst at university helps you to get the most of your experience. Our links to local surgeries give you access to a doctor, while our health and wellbeing workshops and information help you to keep everything in balance – so look after your mind and body whilst you are here.

[www.brighton.ac.uk/studentlife/health](http://www.brighton.ac.uk/studentlife/health)

### **Student Advice Service**

When it comes to your finances at university it pays to be money wise; so for expert advice on financial concerns, student funding eligibility or money management, contact the Student Advice Service. They can also help if you are an international student needing immigration advice, or support if you're experiencing culture shock and home sickness.

[www.brighton.ac.uk/moneymatters](http://www.brighton.ac.uk/moneymatters)

### **Get in Touch**

You can find further information about our services and answers to your student life queries at [www.brighton.ac.uk/studentlife](http://www.brighton.ac.uk/studentlife)

You can also access our services at each campus by visiting our student centres, or call us to find out more or book an appointment.

<b>Eastbourne</b> - Trevin Towers, Gaudick Road	T: 01273 643845
<b>Falmer</b> – E354, Checkland Building	T: 01273 643584
<b>Grand Parade</b> – Room 153, Level 1, main building	T: 01273 643187
<b>Hastings</b> – The Student Centre, Priory Square	T: 01273 644643
<b>Moulsecoomb</b> - Manor House, Moulsecoomb Place	T: 01273 642895

We can also help answer your questions in confidence via email, at [studentservices@brighton.ac.uk](mailto:studentservices@brighton.ac.uk), or follow us on Twitter for the latest student life news via @brightonstudent – [www.twitter.com/brightonstudent](http://www.twitter.com/brightonstudent)

Our service leaflet with additional information can be found at:

<http://staffcentral.brighton.ac.uk/xpedio/groups/Public/documents/staffcentral/doc012712.pdf>

## Teaching Staff

Academic staff from Brighton and Sussex Medical School are involved in the provision of teaching in a modular format at Masters (M) level. Specialist teaching is provided by external contributors, including clinical, managerial and other staff from the NHS and wider services. The extensive contribution of expert practitioners to the teaching of the modules is a distinctive feature of courses at BSMS.

<b>BSMS Healthcare Leadership and Commissioning Faculty Team</b>	
Breda Flaherty	BSMS Principal Lecturer Course Leader, MSc Healthcare Leadership and Commissioning
Caroline Hopper	BSMS Senior Lecturer
Samantha Greenhouse	BSMS Senior Teaching Fellow
Gaurish Chawla	BSMS Teaching Fellow
<b>BSMS DME Team</b>	
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 Gupta	BSMS Principal Lecturer (MDM159)
Dr Naji Tabet	BSMS Principal Lecturer (MDM119)

## Information for International Students

### Monitoring Attendance of International Students (Points Based Immigration System)

#### Are you a non-EU student?

If yes, please continue reading.

#### Why does my attendance at university need to be monitored?

In line with the United Kingdom Border Agency (UKBA), the university is now responsible for sponsoring non-EU students for visa purposes by issuing you with a Certificate of Acceptance of Studies (CAS). We have additional responsibility for ensuring that you are fully engaged with your studies by monitoring your contact with the university.

Students are expected to comply with university policy and cooperate with staff in order meet the requirements, including attending meetings on request or provide evidence as required. Any student studying at the university with a visa issued under Tier 4 of the Points Based Immigration System should note that engagement in their studies will be monitored and logged.

It is the student's responsibility to:

1. Confirm contact details at enrolment and confirm or update the university with any changes during termly re-enrolment (confirmation of personal details). Student can update the university with any changes to contact details at any time via Studentcentral;
2. Comply with the terms set out in the Student Contract by engaging appropriately with all learning activities, and with the additional requirements set out in this policy;

#### How will the Division of Medical Education monitor my attendance?

There will be a monthly review period each year from the start of the course until the completion of the course. Within each review period, a minimum of one formal engagement point (where there are expected engagements) will be monitored and logged.

#### Online engagement points

- a. Confirmation of personal details online (re-enrolment)
- b. Submission of formative or summative coursework via an online submission system (for example Studentcentral assignment tools, TurnItIn, ePortfolio, MapleTA)
- c. Online elective module selection

#### Other engagement points

- d. In-person enrolment
- e. In-person submission of coursework
- f. Examinations, test or other form of assessment
- g. Attendance at tutorial, seminar, clinic or lab
- h. Record of meeting with supervisor, personal tutor, Student Support Guidance Tutor (SSGT) or other relevant member of teaching or administrative staff
- i. Record of research training or research panel meeting
- j. Oral examination or viva
- k. Placement engagement
- l. Application for coursework extensions

- m. Submission of mitigating circumstances
- n. Authorisation of absence request
- o. Participation in an organised field trip

Students must seek authorisation from the Course Leader, appropriate School Office staff or Student Support Guidance Tutor for any unforeseen absence due to illness or other circumstances.

Any students with missed engagements or low attendance risk being withdrawn from the university. In the case of students with Tier 4 visas, withdrawal from study would result in their visa being curtailed (cancelled) and the student would be required to leave the UK.

More information can be found in the BSMS International Students handbook.

## International Student Drop in Session – Peter Frost

We are providing a drop in session on **Tuesdays from 10 – 12am in Mayfield House 325** to answer queries, provide individual or small group tutorial support and encourage students to meet together on a regular basis. Students will be helped to identify specific support from the International Programme and also short courses offered in the Department.

This session will also help students to identify a dissertation topic and prepare a proposal earlier in the year to enable them to complete the dissertation within their period or registration.

**First session    Date TBC**

### Preparation in language and study skills

Courses are available either before the start of the MSc. Programme or during the course of the year:

#### Summer Pre-sessional.

This consists of up to three, 4 week stages depending on the current level of English and the required improvement in IELTS score

Stage 1 develop your English	Intermediate level
Stage 2 develop general and academic English	Higher Intermediate level
Stage 3 academic English to required level	Lower Advanced Level

Full details [www.brighton.ac.uk/international/study](http://www.brighton.ac.uk/international/study)

### **Sessional Courses – International Academic Study Kit - iASK**

iASK includes lectures, classes, tutorials, online essay feedback and peer proof reading for students whose first language is not English. iASK services are free and run throughout the year.

For more information see [www.brighton.ac.uk/iask](http://www.brighton.ac.uk/iask)

There is also an Academic English Weekend - Date TBC

If you have any other questions regarding your international studies within the Brighton and Sussex Medical School then please contact Peter Frost on [P.G.A.Frost@brighton.ac.uk](mailto:P.G.A.Frost@brighton.ac.uk)

### **And Finally.....**

We look forward to welcoming you to the course and hope you have an enjoyable, successful and productive time at the University. Do not hesitate to contact your Course Leader, Breda Flaherty or the Programme Administrator, Charlotte Hill, with any queries.

We look forward to working with you during your time with the University.