


PROGRAMME SPECIFICATION	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Postgraduate Certificate
4	Programme Title	Postgraduate Certificate in Clinical Leadership
5	UCAS/Programme Code	3068P
6	Programme Accreditation	N/A
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	7
9	Date written/revised	October 2014

10	Programme Aims	<p>To provide health care professionals with an opportunity to develop personal and strategic leadership knowledge and skills underpinned by theory to strengthen and support their current and future professional role.</p>
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11	Learning Outcomes	<p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p>
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Knowledge and Understanding	
	<p>On completing the programme students will be able to:</p> <p>A1. Differentiate between leadership and management styles, ‘small p’ and ‘big P politics’ and coaching, mentoring and counselling.</p> <p>A2. Critically evaluate and synthesise leadership theory and practice.</p> <p>A3. Describe the commissioning process in healthcare and stakeholder engagement.</p>

Teaching and Learning Methods	<p>Modules are delivered in a series of one day teaching blocks. These teaching day blocks include a mixture of lectures, tutorials, workshop style seminars, reflective learning and action learning approaches to deliver the knowledge and understanding outcomes A1 – A3. All modules employ structured feedback from both formative and summative assessment and opportunities for discussion and debate to ensure that the student achieves all learning outcomes. Preparatory activities are provided to support the planned learning activities – these include reading material and exercises to complete.</p>
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Assessment Strategy

To assess knowledge and understanding outcomes the modules will utilise formative and summative assessments – including use of written assessments, development of electronic portfolios, peer observation and MCQ assessment.

Intellectual Skills

On completing the programme students will be able to:

- B1. Apply appropriate leadership, resilience and coaching theories, models and techniques including use of critical incident techniques and action learning sets.
- B2. Categorise organisation culture and ‘organisation readiness’ for transformational change including assessment of culture, safety and innovation.

Teaching and Learning Methods

A variety of different teaching and learning methods are used across the programme and include lectures, workshops and interactive group work.

Lectures are designed to deliver the knowledge and understanding underpinning the intellectual skills whilst the workshops and interactive group work are designed to promote discussion, critical appraisal and reflection. To support learning, all students will have access to online learning material (videos, text, exercises, review of case studies etc.) with information and exercises to complete in preparation for teaching sessions.

Students are provided with preparatory activities and exercises to support the introduction of each topic. This gives the students a chance to test their knowledge and relevant intellectual skills before delivery of the teaching materials.

Students are encouraged to develop their intellectual skills by building on written feedback from formative and summative assessments to critically appraise their development and progress.

Assessment Strategy

Learning outcomes B1 and B2 will be assessed using formative and summative assessments, these include written essay assessments based on critical reflection and critical review of evidence, development of an electronic portfolio, MCQ assessment based on case studies.

Practical Skills

On completing the programme students will be able to:

- C1 Use tools and techniques to develop self and others as a leader.
- C2 Construct and facilitate action learning sets.
- C3 Promote and utilise leadership coaching in self and others.
- C4 Apply tools and techniques to assess, develop and sustain organisation change.

Teaching and Learning Methods
Practical skills are developed through tutorials and workshops and in the various tools, techniques and assessments associated with the taught modules (C1-C4).
Assessment Strategy
Learning outcomes C1 – C4 will be assessed using formative and summative assessments, these include written essay assessments based on critical reflection and review of evidence, development of an electronic portfolio and MCQ assessment based on case studies.
Transferable/Key Skills
On completing the programme students will be able to: D1 Communicate effectively orally and in writing D2 Use electronic information effectively including library resources and databases D3 Plan, organise and prioritise work activities in order to meet deadlines D4 Be able to work independently and within a team/group
Teaching and Learning Methods
The skills are developed through the requirement to prepare for and submit written assessments. Module lead guidance with the support of library resource will assist this development. The programme is designed to enable these skills to be developed from the start to completion.
Assessment Strategy
Learning outcomes D1 – D4 will be assessed using formative and summative assessments, these include written essay assessments based on critical reflection and critical review of evidence, development of an electronic portfolio, MCQ assessment based on case studies and presentations.
12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme comprises three 20 credit modules. The programme is delivered in part time mode over 1 year. <ul style="list-style-type: none"> • MCL8001 Developing yourself as a Leader • MCL8002 Leadership Coaching • MCL8003 Strategic Leadership in Healthcare <p>All modules are available for standalone accredited CPD study. However, students must have completed MCL8001 Developing yourself as a Leader before undertaking MCL8003 Strategic Leadership in Healthcare.</p>

Key features of the programme (including what makes the programme distinctive)

It is expected that the majority of students will be studying whilst working full time. Therefore the programme has been developed with this in mind.

In summary the distinctive features include:

- 1) Each attendance module is built on three taught study days making it attractive to employed students and their employer.
- 2) The programme offers a multi professional learning experience with students from medical, nursing, midwifery, allied health professionals and clinical research management backgrounds

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission*Entry qualifications*

A candidate may be entered for the Postgraduate Certificate at the discretion of the Degree Programme Director and provided that such a candidate:

- (a) has successfully completed the final year of the Bachelor of Medicine and Bachelor of Surgery *or* Bachelor of Dental Surgery *or* equivalent and has a minimum of one year post-qualification experience; *or*
- (b) has an appropriate degree *or* equivalent professional qualification in a profession allied to medicine and has a minimum of one year post-qualification experience; *or*
- (c) has a minimum lower-second-class appropriate Honours degree

In addition candidates must work or have worked in a relevant role in a healthcare setting.

Admissions policy/selection tools

Applicants will apply online for consideration of a place. Where appropriate, paramedical professionals will be invited to participate in a short informal interview where suitability of the course for their particular training needs will be considered by the Degree Programme Director and other course leaders as appropriate.

Non-standard Entry Requirements: None

Additional Requirements:

All students will require computer and internet access.

Level of English Language capability:

Overall IELTS score of 7.0, minimum 6.5 in each component.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities

The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback

Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50

Course requirements

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Learning, Teaching and Student Experience Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/postgraduate/>)

The Programme Co-ordinator in the Graduate School (contact pgclinres@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
Certificate					
MCL8001 Developing yourself as a Leader	Core	1,2	1	1	1-4
MCL8002 Leadership Coaching	Core	1	1	2, 3	1-4
MCL8003 Strategic Leadership in Healthcare	Core	1, 3	2	4	1-4