ENhance Case Study

Edinburgh Napier UNIVERSITY

Department of
Learning & Teaching
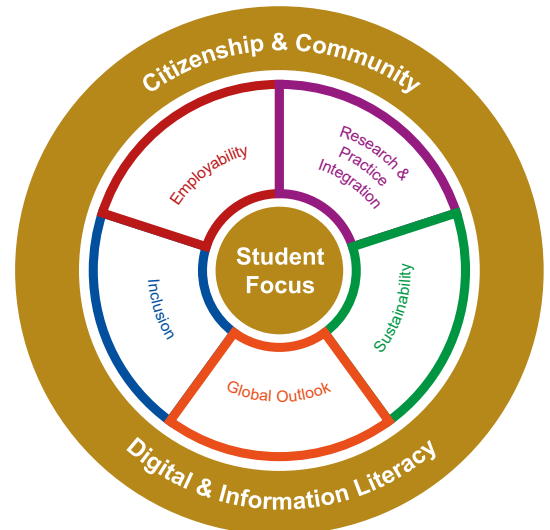Enhancement

Themes presented:
Employability; Research & Practice Integration; Sustainability;
Global Outlook; Inclusion

Programme
MSc Healthcare Management

Submission made by
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Case Study

Global Outlook

Healthcare Care Management Programme is the largest face to face international programme in the School of Health and Social Care and student numbers have increased rapidly over the last two years. The majority of students are from South Asia and Africa in addition to a smaller number of students from other locations.

Our programme aims to mitigate education and health inequalities for our students and in the health systems in which they serve. We have instigated an external advisory group where we invited global educationalists on healthcare management to support and enhance the development of the programme. The advisory group includes international and home alumni. We have worked with our International Partnerships Manager to understand and refine the process of international recruitment. Our unique mix of home and international students, means we can offer a range of accessible opportunities for intercultural learning demonstrated in our joint School curriculum across the Business School and School of Health and Social Care and the programme content reflects the UK and international contemporary healthcare delivery contexts.

Employability

Our programme mission statement includes "To alter employability practice - students will be more employable following the course within the field of healthcare management practice". We aim for students to graduate from the programme possessing the skills, knowledge and confidence to lead in contemporary healthcare systems where quality improvement within local, regional and global

healthcare systems support the delivery of safe, effective, efficient and equitable health care every time for every person.

Our careers and development officer is a core team member and contributes to the professional development of the students at a weekly postgraduate skills class, presents at induction, and designs student centred activities for the trimester. We have an employability section on our programme page containing pertinent resources and events and students are encouraged to post ideas for career workshops. She will join our final project module in trimester 2 and present on content linked to the module and programme curriculum. In trimester 3 2020/21, 40 students attended CV and interview skills training. In responding to student feedback, we held our first executive manager's workshop in trimester 1 2021/22 where 20 students attended a motivational careers management seminar. One of our part-time students has been promoted this trimester stemming from her years of practice and learning from our healthcare management modules.

Inclusion

Inclusion is woven throughout every part of the programme. All cultures are valued and respected equally. We attempt to understand and utilise teaching and learning experiences from educational systems across the globe. Communication is a challenge for many international students and engagement with the English Support team throughout the programme is essential. During the first trimester students engage in weekly support sessions run by EAP as well as being asked to attend separately for specific assignment guidance and advice regarding academic English writing.
Our student/staff relationships are based on respect and mutuality of learning. Module leaders respond to student and team feedback, constantly reflecting during team meetings on how we can improve student experience and academic standards. Our inter-professional team approach is essential to supply pastoral, international and academic support to our students. Feedback from the ILR event indicated that the programme team are exceptionally supportive to the programme students. Responding to feedback has included setting up a shell academic and professional support module, revising assignment briefs in partnership with students, peer support for students resitting assignments, providing hybrid teaching and the revision of online materials.

Sustainability

It has been essential for our joint School programme, to meet as a team in order to develop and respond to challenges faced by students. This has resulted in regular curriculum development team meetings and a series of meetings with DLTE to distinguish and discern university and School level issues that need to be addressed at programme level. This dialogue continues in order to assist our team to reflect on cultural, academic, professional and personal developmental challenges facing our students. Our international students are aware of social, economic and

environmental inequities and conflicts. The students reflect on health systems across the globe during the international health and social care module. At induction, at weekly academic and "professionalism" workshops, and during reflection we focus on values, attitudes and behaviours. This encourages students to reflect on the impact of their behaviour on others and the world around them.

Research & Practice Integration

As a healthcare management programme, the role of identifying and using evidence effectively is emphasised at the beginning of the programme for all students. We have two core text books, one of which is Helen Aveyard's text on how to do a literature review. Our students are keen to apply evidence to practice, however coming from educational systems that do not support databases and instead rely on internet platforms for evidence, many of our international students find their initial research module challenging. The module team has listened to module and programme feedback from students and responded by redesigning the research module in line with authentic assessment in partnership with current students. This has resulted in a portfolio of evidence including four elements - literature searching, critical appraisal, creating an action plan, reflective account. After completing all six compulsory modules, the majority of students are able to take ownership of their learning and tackle their self-directed dissertation which is an employment focused integrative review. It brings together skills learned across the programme and comprises of three elements – learning agreement, literature review and reflective account.

Digital & Information Literacy and Citizenship & Community

Access to suitable technology continues to be a challenge for some students who have not had a laptop and rely on mobile devices for study. The School preparatory
course which covers digital literacy is offered to all matriculating students prior to commencing the programme. Communicating and teaching online during Covid has led to the development of enhanced digital skills for both students and the programme team. Students currently prefer to have both options where they can attend class face to face or attend online depending on their circumstances. Creating and sustaining a programme community has also been enhanced by hybrid teaching where we can meet with the new and continuing students at a time of transition face to face and subsequently online. All classes are a mix of two cohorts, full and parttime students, local and international students. These combinations create an enriched learning environment and foster a sense of belonging and purpose. In addition to this, each student has an allocated Personal Development Tutor and group reflection is offered each trimester to support learning and development.

Further links

Sources that we have engaged with over the last year during curriculum development:

Advance HE (2019) Essential Frameworks For Enhancing Student Success. Embedding Employability in Higher Education

Advance HE (2019) Essential Frameworks For Enhancing Student Success. Enhancing Student Success in Higher Education

Advance HE (2020) Essential Frameworks For Enhancing Student Success. Internationalising Higher Education

Alt D. and Naamati-Schneider L. (2021) Health management students' selfregulation and digital concept mapping in online learning environments BMC Medical Education 21:110 https://doi.org/10.1186/s12909-021-02542-w

Advance HE (2016) Essential Frameworks For Enhancing Student Success. Student Engagement through Partnership

Advance HE (2019) Essential Frameworks For Enhancing Student Success. Transforming Assessment in Higher Education

Kay Sambell and Sally Brown: Covid-19 Assessment Collection https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/