



PROSPECTUS

Post Graduate Diploma
Clinical Leadership (38 Credits level 7)



HEALTHCARE SKILLS
Training International

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INTRODUCTION

Postgraduate Diploma in Clinical Leadership

The objective of the Clinical Leadership course is to review both the neuroscience and the key human factors underlying successful leadership within critical environments, in order to create high performing teams and achieve improved patient outcomes.

This course will enable the participants:

- To gain an understanding of the key leadership styles and the underlying human factors and neural mechanisms involved in each style
- To apply the most appropriate leadership style in a challenging situation
- To make clear decisions more efficiently and communicate their plans in an effective manner, even in very difficult situations
- To promote accountability, alter patterns of negative behaviour, and lead their teams to achieve improved outcomes

A variety of teaching approaches are utilised to support the course outcomes, these are:

- Lectures
- Group activities and discussions
- Practical skills and workshops
- Supportive role plays/deliberate practice
- Assessment and appraisal

Specific care is taken in the pre-course preparation, delivery and follow-up to facilitate an optimal transfer of the course knowledge and skills directly into the individual learner's professional situation.

This Post Graduate Diploma in Clinical Leadership is part of a suite of three individual professional qualifications that can be taken separately or together:

- 1. PG Diploma in Clinical Education**
- 2. PG Diploma in Human Factors and Neuroscience**
- 3. PG Diploma in Clinical leadership**

PROFESSIONAL DEVELOPMENT DOESN'T NEED TO TAKE FOREVER

WHETHER you are a clinician with a teaching role as part of your professional responsibility or an employee of a medical device company who has a responsibility to provide support to clinical teams, our courses provide the additional skills for professional development (PD) in these respective roles.

All Health Care Skills Training International learning programmes are tailored to the PD requirements of those undertaking them and they conform to their respective professional disciplines and specialties.

Furthermore, our courses are delivered by experts with the defining knowledge and experience in their fields.

Our success as an educational institution delivering externally regulated and quality assured short course qualifications is recognised.

How do we do this? For example, how can we deliver a Postgraduate Diploma learning programme over a short period of time? The answer lies in the level of entry to our courses. Delegates registering for our short course qualifications are professionals who have Accredited Prior Learning (APL) or Recognised Prior Learning (RPL) evidence that is verifiable, at degree level or above. The PG Dip in Clinical Education, for example, has been approved by EduQual as being commensurate with Level 7 (Postgraduate) Qualifications in the United Kingdom.

This course is a vocational qualification and is open only to those who have recognised prior learning in their specialty and have a responsibility for support or training ie a medical, nursing or healthcare related degree.

All our qualifications are externally quality assured and awarded by EduQual. They are recognised by Ofqual in England, by Qualifications Wales, the Council for the Curriculum, Examinations and Assessment (Northern Ireland) and by the Scottish Qualifications Authority (SQA).

EduQual qualifications consist of Awards, Certificates and Diplomas – each with a Total Qualification Time in learning hours of 120 hours, 121-369 hours and 370 plus hours respectively. These hours take in to account the APL and RPL.

Health Care Skills Training International is a fully registered and accredited training institution delivering sector-leading courses and officially recognised and externally regulated qualifications to medical professionals and to healthcare industry employees who are required to interact with them.

With HCST, every day is a school day.



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PROGRAMME

DAY ONE

Course Overview 9:00

Introduction to the Human Factors and Neuroscience of Leadership

Understanding Leadership Styles

Leadership begins with you
What's your style?

Situational Awareness & Management

Identifying the needs of the situation
Managing the unaware, unformed, untrained, unmotivated, unavailable

COFFEE

Decision Making in Challenging Situations

Deciding when to direct, when to guide, and when to delegate

Staying alert and engaged
Dealing with decisions that go wrong

LUNCH

Communication Skills in Challenging Situations 1

Strategies for managing a tough conversation
Managing the amygdala; handling an amygdala hijack

Communication Skills in Challenging Situations 2

The anatomy of a tough conversation

Addressing bad behaviour/clinical errors with junior staff/patients

Communication Skills in Challenging Situations 3:

Addressing bad behaviour/clinical errors with more senior staff

Summary & Closing of the Day

Questions and reflections. Brief for Day 2:
Delegates to prepare their own tough conversation

CLOSE 16:00

DAY TWO

Opening Session

Review of Day 1 – Each learner to present for 1 minute on 1 (assigned) topic from day 1
1 Introduce topics for day 2

Leadership in Practice 1

Deliberate practice of learners' own tough conversations

COFFEE

Leadership in Practice 2

Peer-reviewed safe deliberate practice of learners' own tough conversations

LUNCH

Promoting and Managing Accountability

Understanding why performance doesn't meet expectations

Creating open culture and maintaining accountability

Managing Change

Introducing change into routine practice with your team

Altering patterns of behaviour

Promoting open communication with your team at all levels

CLOSING SESSIONS

Course Review

Planning application of Learning in Practice
Course Assessment brief

CLOSE 16:30

POSTGRADUATE DIPLOMA IN CLINICAL LEADERSHIP

Description

The unit develops the knowledge and skills required to develop and apply the most appropriate leadership strategies within critical environments based on the principles of Neuroscience and Human Factors. The qualification establishes the professional competencies necessary to alter patterns of behaviour and develop strategies for individual workers alone or in a team to make better decisions, manage and promote accountability throughout the process of care and more effectively lead oneself and others to create high-performing teams and achieve improved patient outcomes.

This qualification is for those who have recognised prior learning in their specialty and have a responsibility for support or training ie a medical, nursing or healthcare-related degree including all hospital clinicians, GPs, veterinarians, senior hospital managers and dentists.

For more information on courses and dates, please visit:

<https://healthcareskills.com/courses/>

Assessment Criteria

As a professional qualification there are four key elements to be formally assessed:

- What are the key leadership styles and the underlying human factors and neural mechanisms involved in each style?
- How can delegates identify the most appropriate leadership style for any given circumstance?
- How do delegates use this knowledge to make better decisions and communicate in an effective manner, even in very difficult situations?
- How do delegates use this knowledge to alter patterns of negative behaviour, promote accountability and achieve improved outcomes for the teams they lead and their patients?

Description

Participants will be asked to:

- Demonstrate a leadership style and appropriate communication skills in a challenging situation
- Produce a plan to introduce changes in practice based on course content
- Produce a case study/critical review of a team or patient interaction to demonstrate transfer of learning to professional practice
- Complete a knowledge-based examination on course content

Faculty

The Faculty will address the areas of Neuroscience, communication skills, human factors and leadership. The faculty will be individuals with the defining experience and are qualified in the field of Human Factors (including Leadership and Communication) and Neuroscience. They will also have a remit for the education of other relevant professionals.



This meets the QAA (Qualifications Assurance Agency) for higher education equivalences of:

LEVEL	INTELLECTUAL SKILLS & ATTRIBUTES	PROCESSES	ACCOUNTABILITY
7	<p>Display mastery of complex and specialised area of knowledge and skills.</p> <p>Demonstrate expertise in highly specialised and advanced technical professional and/or research skills.</p>	<p>Conduct research, or advanced technical or professional activity, using and modifying advanced skills and tools.</p> <p>Design and apply appropriate research methodologies. Communicate results of research to peers.</p> <p>Develop new skills to a high level, including novel and emerging techniques. Act in a wide variety of unpredictable and advanced professional contexts.</p>	<p>Accept accountability in related decision-making including use of supervision.</p> <p>Take significant responsibility for the work of other professional staff, lead and initiate activity.</p>

Level 7 QAA level descriptors

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

- A comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

Conceptual understanding that enables the student:

- To evaluate critically current research and advanced scholarship in the discipline
- To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- Continue to advance their knowledge and understanding, and to develop new skills to a high level

It is a pre-course requirement that delegates must be a qualified clinician or have held a senior role in medical device or pharma industry for five years. This course is a vocational qualification, enabling the delegates to improve their ability to present, instruct, and demonstrate clinical/technical skills to others.

FACULTY BIOGRAPHIES



DIANE IRVINE FOUNDER

With more than 35 years experience in the healthcare medical devices industry, Diane worked for major multinationals whose products became market leaders in the UK and worldwide. Since 1989, Diane has focused on new surgical technologies and development of the required training courses for the medical device industry, surgeons, dentists, vets and clinical teams. Health Care Skills Training International Ltd. is a registered EduQual Centre delivering professional healthcare qualifications that are internationally recognised.



JACQUELINE HAUGHTON

Jacki worked for the NHS for 38 years, and for the last twenty years as a Consultant Surgeon. She was the first Colorectal - trained surgeon appointed to her area, which had high levels of deprivation. She retained a pragmatic and cost-efficient approach to healthcare, expanding much-needed lower GI services by training nurses in extended roles. She initiated training of nurse colonoscopists in her region, which led to a new service of 'direct-to-test' GP referrals being established. Jacki has been teaching post graduate education for both the NHS/ Private sector and Healthcare Industry with Health Care Skills Training International since 2000. Jacki became Medical Director in 2023.



ANNE RHODES INTERNAL VERIFIER

Anne's career spans over 30 years in the perioperative field. She has held the positions of Lead Nurse for Theatres, and Day Surgery and in Education as a Professional and Practice Development Senior Charge Nurse. She has also been involved over many years in heightening perioperative staffs' awareness of latex allergy within the perioperative environment through development of protocols, policies and publications. She is also involved in developing and implementing bespoke training courses for several high profile Medical Companies.



GRAHAM SUNDERLAND

Graham retired from full time clinical activity in June 2015 and continues to be involved part time in appraisal and training to support the service. He has a long-standing interest in surgical education and training and continues to be active in the Royal College of Physicians and Surgeons in Glasgow and Academy of Clinical Educators as a senior college clinical educator. Graham was a member of the Patient Safety Board of the Royal College of Surgeons, Edinburgh and continues as a member of the Non-Technical Skills for Surgeons faculty. He is Chairman of the Joint Surgical Colleges Fellowship Examination board in general surgery.



DENISE CAFARELLI DEES

Denise began a career in clinical research, service, management and education in the field of communicative disorders at The Cleveland Clinic Foundation in the USA, over 35 years ago. She has worked in both public and private healthcare, the medical device industry and in graduate degree, as well as professional education, including serving as an assessor of clinical competence and external examiner for professional organisations, hospitals and universities in the USA, UK/Europe, Middle East, Africa, Latin America and Australia for surgeons, clinicians and industry professionals.



ACCELERATED PROFESSIONAL DEVELOPMENT

Those who have completed our courses include:

- Practicing medics (surgeons, physicians, all medical practitioners) and dentists
- Pharmacists
- Nurses
- Medical device company representatives
- Veterinarians
- Regulatory personnel in companies that manufacture, sell or place medical devices on the market

The outcomes for those who successfully complete them are:

- Understanding of what constitutes best practice and key skills in a clinical/technical environment
- A firm grasp of legal obligations in hospital and clinical settings
- An ability to assimilate the expectations of members of the clinical team
- The acquisition of skills that will help to improve training approaches and skills to maximise clinical output
- An understanding of detailed regulatory requirements and implications of medical device legislation
- The potential to develop their skill sets to a level of medical device formal/corporate sign-off
- An understanding of obligations relating to the sale of and correct patient use of medical devices and required reporting/record-taking

All those who take part in our courses are able to legitimately demonstrate a level of competence that meets all relevant professional requirements reflecting the national qualifications framework.

Health Care Skills Training provide the following qualifications framework that is Training defined by national standards and meets all relevant requirements and registration systems:

- Post-graduate Diploma in Computer Assisted Surgery
- Post-graduate Diploma in Clinical Education
- Orthopaedic Healthcare Industry Professional Diploma
- Media engagement for healthcare professionals - Certificate and Diploma
- Suite of medical device regulatory and medical device commercial qualifications - Certificate and Diploma
- Advanced Professional Award in Hospital Procurement
- Hospital Access/Theatre (OR) Skills - Professional Award

“Health Care Skills Training International ensure that the highest ethical, legal and teaching standards are maintained through the delivery of our professional qualification programmes.”

Medical Director, Healthcare Skills Training International

Recognition

In the United Kingdom, there are four government-sponsored qualifications regulators:

- Council for the Curriculum, Examinations and Assessment (CCEA)
- Office of Qualifications and Examinations Regulation (Ofqual)
- Qualifications Wales (QW)
- SQA-Accreditation (SQA)

EduQual is recognised as an awarding body by SQA-Accreditation- you can find us on the SQA Accreditation list of approved awarding bodies.

The Scottish Credit and Qualifications Framework (SCQF) is a partnership whose members include the Quality Assurance Agency for Higher Education, College Development Network, SQA and Universities Scotland. Many EduQual qualifications are credit-rated for the SCQF and are listed on the SCQF Qualifications Database.

The Quality Assurance Agency for Higher Education (QAA) work across all four nations of the United Kingdom to protect the standards and improve the quality of higher education. The QAA have produced a guide to comparing qualifications across the UK and Europe, including the Ofqual Regulated Qualifications Framework (RQF) and the Scottish Credit and Qualifications Framework (SCQF)

EduQual qualifications are recognised by universities, professional membership bodies and many other stakeholders in the UK and beyond.

Holders of EduQual qualifications can 'top-up' to degrees at First and Master's degree level (SCQF Level 11/RQF Level 7) awarded by many British and international universities, including, but not limited to:

- Anglia Ruskin University
- Bath Spa University
- Binary University of Business and Entrepreneurship (Malaysia)
- University of Bedfordshire
- University of Chester
- University of Dundee
- University of East London
- Edinburgh Napier University
- London Metropolitan University
- Newman University
- University of Northampton
- University of South Wales



Exemptions

Holders of EduQual qualifications can also obtain exemptions from professional membership bodies

Qualification Levels: Definition

EduQual qualifications are based on the EduQual Qualification Framework (EdQF), which consists of Awards, Certificates and Diplomas and which follows guidance set by Ofqual, the regulator for qualification in England.

The title within a qualification (eg 'Award') is not an indication of its level, but of the Total Qualification Time (TQT), in learning hours, required to pursue and achieve a specific qualification.

Award TQT is ≤ 120 hours

Certificate TQT is 121 to 369 hour

Diploma TQT is ≥ 370 hours

The level of a qualification identifies the demand made on the student for knowledge skills an understanding. GCE A Level/Scottish Highers are at RQF level 3/SCQF Level 6 whilst postgraduate work is at Master's Degree Level RQF Level 7/SCQF Level 11. The table below shows the correspondence of levels established between national qualifications frameworks and the European Qualifications Framework (EQF)

<u>EduQual levels equivalence</u>	<u>European Qualification Framework (EQF)</u>	<u>Regulated Qualification Framework England/Northern Ireland (RQF)</u>	<u>Credit and Qualification Framework for Wales (CQFW)</u>	<u>Scottish Credit and Qualification Framework (SCQF)</u>	<u>The National Framework of Qualification for Ireland (NFQIE)</u>
8	8	8	8	12	10
7	7	7	7	11	9
6	6	6	6	10/9	8/7
5	5	5/4	5/4	8/7	6
4	4	3	3	6	5
3	3	2	2	5	4
2	2	1	1	4	3
1	1	<u>E3</u>	<u>E3</u>	3	2/1
ENTRY		<u>E2</u>	<u>E2</u>	2	
		<u>E1</u>	<u>E1</u>	1	

Qualification Level	Award 10-120 Hrs	Certificate 130 - 360 Hrs	Diploma 370 - 900	Extended Diploma >900 Hours	Level Descriptors
7	Postgraduate Award	Postgraduate Certificate	Postgraduate Diploma	Extended Postgraduate Diploma	Achievement at level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgment. It also reflects an understanding of relevant theoretical and methodological perspectives, and how they affect their area of study or work.
6	Graduate Award	Graduate Certificate	Graduate Diploma	Extended Graduate Diploma	Achievement at level 6 reflect the ability to refine and use relevant understanding, methods and skills to address complex problems that have limited definition. It includes taking responsibility for planning and developing courses of action that are able to underpin substantial change or development as well as exercising broad autonomy and judgement. It also reflects an understanding of different perspectives, approaches or schools of thought and the theories that underpin them.
5	Advanced Professional Award	Advanced Professional Certificate	Advanced Professional Diploma	Extended Advanced Professional Diploma	Achievement at level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgment within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.
4	Professional Award	Professional Certificate	Professional Diploma	Extended Professional Diploma	Achievement at level 4 reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine. It includes taking responsibility for overall courses of action as well as exercising autonomy and judgment within fairly broad parameters. It also reflects understanding of different perspectives or approaches within an area of study or work.
3	Advanced Award	Advanced Certificate	Advanced Diploma	Extended Advanced Diploma	Achievement at level 3 reflects that ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.
2	Intermediate Award	Intermediate Certificate	Intermediate Diploma	Extended Intermediate Diploma	Achievement at level 2 reflects the ability to select and use relevant knowledge ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.
1	Foundation Award	Foundation Certificate	Foundation Diploma	Extended Foundation Diploma	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.
Entry	Entry Award	Entry Certificate	Entry Diploma	Extended Entry Diploma	Achievement at Entry level reflects progress towards making use of skills, knowledge and understanding (i) that relate to the immediate environment, or (ii) to carry out simple familiar tasks and activities with guidance, or (iii) to carry out structured tasks and activities with guidance.



HEALTHCARE SKILLS
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OUR TRAINING VENUES

GOLDEN JUBILEE NATIONAL HOSPITAL,
National Waiting Times Centre Board, Golden Jubilee National Hospital, Beardmore Street, Clydebank, G81 4SA, UK.

HOSPITAL NISA 9 DE OCTUBRE,
Valle de la Ballestera 59, 46015 Valencia, Spain.

LEITER HOTELLERIE,
Spital und Gesundheitszentrum SANITAS, Grütstrasse 60, 8802 Kilchberg, Switzerland.

LA SALLE CENTRO UNIVERSITARIO
C/ La Salle, 10, 28023 Madrid, Spain.

HOSPITAL NISA PARDO DE ARAVACA,
La Salle, 12, 28023 Madrid, Spain.

NISA SEVILLA ALJARAFE HOSPITAL,
Avda. Plácido Fernández Viagas, s/n 41950 Castilleja de la Cuesta Sevilla, Spain.

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