Imperial College London

PG Cert | PG Dip | MSc Digital Health Leadership

This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.

Programme Information

Programme Title	Digital Health Leadership		
Award(s)	MSc	Postgraduate Diploma (PG Dip)	Postgraduate Certificate (PG Cert)
Programme Code(s)	A3DHM	A3DHD	A3DHC
Awarding Institution	Imperial College London		
Teaching Institution	Imperial College London		
Faculty	Faculty of Medicine		
Department	Surgery and Cancer		
Main Location of Study	Online with work-based learning and short residentials at off-site locations		
Mode and Period of Study	MSc: part-time over 18 months PG Dip: part-time over 12 months PG Cert: part-time over 9 months		
Cohort Entry Points	Annually in September		
Relevant QAA Benchmark Statement(s) and/or other external reference points	● Making IT Work: Harnessing the power of health information technology to improve care in England ● NHS England's Request for Proposal for NHS Digital Academy delivery partner		

Total Credits	PG Cert	ECTS:	30	CATS:	60
	PG Dip		60		120
	MSc		90		180

FHEQ Level	Level 7 - Master's
EHEA Level	2nd cycle

External Accreditor(s)	TBD
Specification Details	
Student cohorts covered by specification	2022/23 entry
Person Responsible for the specification	Juliette van Wessem
Date of introduction of programme	April 2018
Date of programme specification/revision	May 2022
Programme Overview	

The Digital Health Leadership programme is an innovative, high-profile offering developed in partnership with NHS England in the context of the new NHS Digital Academy (NHSDA). The purpose of the NHSDA is to support, nurture and develop Chief Clinical Information Officers (CCIOs), Chief Information Officers (CIOs) and aspirant informatics/digital leaders, with the objective of increasing the professionalism, capability and capacity of this workforce.

The Institute of Global Health Innovation (IGHI) at Imperial College London (ICL) has been awarded a grant of £6 million to develop the programme and cover tuition for up to 300 UK-based participants (NHS employees) over the three years 2018-21 (phase 1). A new agreement covers a further 3 cohorts of around 100 students per academic year until 2025. HDRUK and Imperial College Healthcare NHS Trust are partners in the grant and contribute faculty members and content.

As part of the NHSDA, we are offering a 12-month blended learning Postgraduate Diploma in Digital Health Leadership (60 ECTS), with the possibility to progress to a Master of Science subject to the completion of a research project of a 10,000 word final report (30 ECTS).

The Postgraduate Diploma will include the following 6 modules:
1. Essentials of health systems
2. Implementing strategy and transformational change
3. Health information systems and technologies
4. User-centred design and citizen-driven informatics
5. Decision support, knowledge management and actionable data analytics
6. Leadership and transformational change

The Postgraduate Certificate will include the following 3 modules:
1. Essentials of Health Systems
2. User-centred design and citizen-driven informatics
3. Leadership and transformational change

The programme employs a blended learning approach, including online and residential learning. The online component of the programme uses the best-in-class platforms to deliver an exemplary digital experience to participants. Residential learning will take place across various sites, including London and Manchester. Students are supported by experienced academics and other members of staff, from IGHI and the other partners. Industry partners are involved as faculty and as mentors for participants.

The learning experience is tied to a workplace project so that participants can practically apply the skills and knowledge they will acquire. We expect that up to 50% of students' working hours will be spent on activities that are relevant for the programme.

While the programme has been created for a specific UK-based audience, we expect it to attract significant interest beyond the funded participants and internationally.

Learning Outcomes

The programme aims to train Health Informatics (HI) leaders. On successful completion of the **PG Diploma**, attendees will possess essential knowledge, skills and experience to work as HI leaders driving digital health transformation in the NHS, through the following outcomes:

- Develop expertise in identifying appropriate clinical and non-clinical data sources, and applying the most appropriate analytical technique for the context and requirements
- Apply insights into the role of information systems on the co-production of care between patients and the health system
- Identify opportunities for digital transformation, taking business, staff and patient needs into consideration
- Evaluate and implement health information systems, including using clinical data and insights to drive continuous improvement, informatics solutions and procurement decisions
- Re-engineer healthcare processes, taking into account how information systems and processes enhance or compromise the decision making and actions of healthcare team members and patients
- Lead organisational change, fostering multidisciplinary collaboration, communicating effectively, and managing large-scale projects related to clinical information and health IT systems
- Scope, design, manage and implement a large scale digital transformation project in the workplace

Those students who continue to pursue an **MSc** will also complete a research project, demonstrating critical thinking and resulting in new knowledge in the field of HI, through the following outcomes:

- (As for PG Diploma, plus the following)
- Collect and analyse quantitative data on a workplace project's context, business case and implementation process.
- Critically appraise the business plan and implementation of the workplace project.
- Synthesise the key findings from the analysis and extrapolate the lessons learned from the project into a set of recommendations for other organisations and for the health system as a whole

The Imperial Graduate Attributes are a set of core competencies, which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: www.imperial.ac.uk/students/academic-support/graduate-attributes

Entry Requirements

Academic Requirement	● A UK Bachelor's degree with Honours in a relevant degree subject or a comparable qualification recognised by the College (minimum level - 2:2)
Non-academic Requirements	● Current NHS employee ● 2-3 years' experience working in a Digital Health context or related area

	- Personal Statement - this should set out your experience to date and why you feel you would be particularly suited to the programme (4000 characters max.) - Shortlist of current workplace projects that will be relevant for the programme - Letter of support from an executive level sponsor within their organisation 2 references (these can be received after the initial application submission)
English Language Requirement	[Standard requirement](#) IELTS score of 6.5 overall (minimum 6.0 in all elements)

Applicants who do not meet the academic requirements above but who have substantial relevant industry experience may be admitted following completion of a 'Special Qualifying Exam' (SQE)
Students may be invited to attend a post-application interview
The programme's competency standards documents can be found at: TBD

Learning & Teaching Strategy	
Scheduled Learning & Teaching Methods	- The programme will feature up to 12 days of in-person teaching and learning, and will include the following: - Lectures - Interactive workshops - Group work
E-learning & Blended Learning Methods	- The programme prominently features online learning, using best-in-class digital learning platforms - The majority of the modules in the programme are delivered online - Online learning is based on the latest technology and relevant pedagogy principles
Project Learning Methods	- Each student will need to identify a workplace project that will be enhanced by knowledge and skills gained throughout the programme - This will have to be a top organisational priority, with an executive level sponsor, and something the students will spend up to 50% of their working hours on. - Throughout the programme, students will apply lessons learnt to their on-going workplace project and reflect on the outcomes via essays and other submissions - The research project for the programme will also be related to the project (MSc students only)
Placement Learning Methods	- Students will participate in the programme while continuing their job - The workplace project will be a core part of both their job and this programme

	● We therefore expect that up to 50% of students' working hours will be spent on activities that are relevant for the programme

Assessment Strategy	
Assessment Methods	The programme will employ a variety of formative and summative assessments. The latter will include: ● Scenario-based multiple choice assessments ● Engagement and participation in the Online Platform ● Reflective essays relating to the application of skills acquired during the programme to workplace projects ● Blog posts and videos assessed against learning outcomes ● Practical exercises at residentials and write-ups of these exercises ● Structured essay outlining a personal leadership development plan ● Collaborative group exercises ● Participation in group work and interactive residential sessions ● Research Project: A final report (up to 10,000 words) on the workplace project and the lessons learnt (MSc students only)

Academic Feedback Policy

Students will be provided feedback from each of their coursework assessments throughout the programme. Teaching fellows will be available to provide additional feedback and tutoring. This feedback will allow students to self-evaluate their progress throughout the programme.
Students will receive their indicative grades for their module assignments within three weeks of the assignment deadline.

There are a number of interactive sessions throughout the programme, which are not formally assessed, but which will allow students to receive feedback from group leaders and their peers. The research project (MSc students only) will be supported by the faculty for periodic feedback. Feedback will be provided through structured forms to ensure that participants receive all the information they need in a robust format.

Re-sit Policy

The College's Policy on Re-sits is available at: www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Mitigating Circumstances Policy

The College's Policy on Mitigating Circumstances will be applicable and is available at: www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Programme Structure				
Module number	**Module name**	**Timing of delivery (approximate)**	**Number of credits (ECTS)**	**Delivery model**
1	Essentials of health systems	Month 1-2 of the programme	5	Blended learning
2	Implementing strategy and transformational change	Online learning in months 3-4 of the programme, with face-to-face teaching and assessments throughout the 12 months	10	Blended learning
3	Technology Strategy and Health Information Systems Implementation	Month 5-7 of the programme	10	Blended learning
4	User-centred design and citizen-driven informatics	Online learning in months 7-9 of the programme, with face-to-face teaching and assessments in residential learning session in month 10 of the programme	10	Blended learning
5	Decision support, knowledge management and actionable data analytics	Month 10-11 of the programme	10	Blended learning
6	Leadership and transformational change	Online and residential learning sessions (2-3 days each) in months 3, 5, 7 and 10 of the programme	15	Blended learning
7	Research Project: Final report (MSc only)	After month 12 of the programme (deadline during month 18)	30	Online learning

PG Cert: Modules 1, 4 and 6 (30 ECTS)
PG Diploma: Modules 1-6 (60 ECTS)
MSc: Modules 1-6 + Research project (90 ECTS)

Assessment Structure: PG Cert		
Programme Components	ECTS	% Award Weighting
● Module 1 (SURG97099) ● Module 4 (SURG97100) ● Module 6 (SURG97101)	● 5 ● 10 ● 15	● 8.3% ● 16.6% ● 25%
Total	60	100%

Assessment Structure: PG Diploma		
Programme Components	ECTS	% Award Weighting

	ECTS	% Award Weighting
● Module 1 (SURG97074) ● Module 2 (SURG97075) ● Module 3 (SURG97076) ● Module 4 (SURG97077) ● Module 5 (SURG97078) ● Module 6 (SURG97081)	● 5 ● 10 ● 10 ● 10 ● 10 ● 15	● 8.3% ● 16.6% ● 16.6% ● 16.6% ● 16.6% ● 25%
Total	60	100%

Assessment Structure: MSc		
Programme Components	ECTS	% Award Weighting
Taught Component: 6 Core Modules: As for PG Diploma (see above)	60	66.6%
Research Project Component: 10,000 word report (SURG97082)	30	33.3%
Total	90	100%

Progression and Classification

Award and Classification for Postgraduate Students

Award of a Postgraduate Certificate (PG Cert)
To qualify for the award of a postgraduate certificate a student must have a minimum of 30 credits at Level 7 (this may include a maximum of 10 credits from Level 6 where this is approved as part of the award).

Award of a Postgraduate Diploma (PG Dip)

To qualify for the award of a postgraduate diploma a student must have passed modules to the value of no fewer than 60 credits at Level 7 (this may include a maximum of 15 credits from Level 6 where this is approved as part of the award).
1.   and no more than 10 credits as a Compensated Pass;

Award of a Postgraduate Degree
To qualify for the award of a postgraduate degree a student must have:
1.   accumulated credit to the value of no fewer than 90 credits at level 7 or above of which no more than 15 credits may be from credit level 6;
2.   and no more than 15 credits as a Compensated Pass;
3.   met any specific requirements for an award as outlined in the approved programme specification for that award.

Classification of Postgraduate Taught Awards

The College sets the class of Degree that may be awarded as follows:
1.   Distinction: The student has achieved an overall weighted average of 70.00% or above across the programme.
2.   Merit: The student has achieved an overall weighted average of above 60.00% but less than 70.00%.

3. Pass: The student has achieved an overall weighted average of 50.00% but less than 60.00%.

a. For a Masters, students must normally achieve a distinction (70.00%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a distinction.
b. For a Masters, students must normally achieve a minimum of a merit (60.00%) mark in the dissertation or designated final major project (as designated in the programme specification) in order to be awarded a merit
c. Modules taken at level 6 as part of the programme specification for a named postgraduate award will contribute to the determination of pass, merit or distinction for any taught postgraduate award and are included in the calculation of the overall weighted average.

General, Academic and Examination Regulations:
www.imperial.ac.uk/about/governance/academic-governance/regulations/

Rules of Progression

Students will register for the PG Certificate or PG Diploma in the first instance. They will be able to transfer to the MSc during the programme, or after successful completion of the PG Diploma.

Having successfully completed the PG Diploma, students can return in later years to complete the MSc, as long as the MSc is completed within 5 years of registering for the initial PG Diploma. The annual entry point for students who already hold a Postgraduate Diploma is in September.

Indicative Module List												
Modules	Delivery model	Core/ Elective	Year	L&T Hours	Ind. Study Hours	Placement Hours	Total Hours	% Written Exam	% Course-work	% Practical	FHEQ Level	ECTS
Module 1: Essentials of health systems	Blended learning	Compulsory	1	20	52.5	52.5	125	80%	0%	20%	7	5
Module 2:Implementing strategy and transformational change	Blended learning	Compulsory	1	60	47.5	142.5	250	0%	80%	20%	7	10
Module 3: Technology Strategy and Health Information Systems Implementation	Blended learning	Compulsory	1	40	105	105	250	40%	40%	20%	7	10
Module 4; User-centred design and citizen-driven informatics	Blended learning	Compulsory	1	40	105	105	250	50%	0%	50%	7	10
Module 5: Decision support, knowledge management and actionable data analytics	Blended learning	Compulsory	1	40	105	105	250	40%	40%	20%	7	10
Module 6: Leadership and transformational change	Blended learning	Core	1	100	70	205	375	30%	30%	40%	7	15
Research project		Core	2	25	225	500	750	0%	100%	0%	7	30
PG Cert: Modules 1, 4 and 6 (30 ECTS) PG Dip: Modules 1-6 (60 ECTS) MSc: Modules 1-6 + Research project (90 ECTS)												

Supporting Information
The Programme Handbook is available at: TBD
The Module Handbook is available at: TBD
The College's entry requirements for postgraduate programmes can be found at: www.imperial.ac.uk/study/pg/apply/requirements
The College's Quality & Enhancement Framework is available at: www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance
The College's Academic and Examination Regulations can be found at: www.imperial.ac.uk/about/governance/academic-governance/regulations/
Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine". www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/charter-and-statutes/
Imperial College London is regulated by the Higher Education Funding Council for England (HEFCE) www.hefce.ac.uk/reg/register/