

Global Health Masters (MA/ MSc / MBA) Programme

# Specification

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### Section One: Introduction

#### 1.    **Background**

Health Education England (HEE) is here to improve the quality of healthcare for the people and patients of England through education, training, and lifelong development of staff.

We are responsible for the education, training, and personal development of every member of NHS staff – without a skilled workforce there is no NHS. Originally established as a Special Health Authority in 2012, as of 1 April 2015 we are a Non-Departmental Public Body (NDPB), under the provisions of the Care Act 2014.

Here at HEE, we believe that the most important resource the NHS has is its people. Without a skilled workforce there is no NHS. There are few careers that are as rewarding as one in the NHS, or that give you the opportunity to work with such a variety of people. Each and every one can make a difference to patients.

More than 160,000 students are at this moment studying to be part of our future workforce. That includes doctors, midwife, midwives, paramedics, physiotherapists and many more roles – in fact there are over 300 different types of jobs performed by more than one million people in the NHS.

Our vision is to provide the right workforce, with the right skills and values, in the right place at the right time to better meet the needs and wants of patients – now and in the future.

## **2. Context**

Healthcare is increasingly a global commodity. The advent of the virtual healthcare environment and the greater mobility of the healthcare workforce means that no country can purely think about healthcare based exclusively on what happens within its own borders. Even where individuals intend to remain working in one healthcare system, allowing them to understand and explore global healthcare systems develops people more likely to 'think out of the box' and enhances their approach to transformational leadership.

We believe that involving policy makers and other healthcare professionals in leadership roles is vital to raising standards of patient care. And high performing healthcare systems foster shared, team-based leadership with clinicians actively engaged in organisational performance.

Providing a valuable blended learning educational and training opportunity that explores the practice and the challenges of management/leadership within a global healthcare context is crucial.

This programme is to commission a provider(s) to develop current and aspiring healthcare leaders by allowing them to critically reflect on health and healthcare systems in different countries, whilst also exploring the global drivers of change for healthcare systems that are affecting the world.

These include workforce, funding, population demographics, the impact of new technology, and public/patient expectations, workforce planning. Other key challenges facing healthcare systems globally including assessing and improving the quality of care, population health focus and health economics.

It is expected that due to the Global nature of the programme, interested bidders will have established relationships with partner Universities or Organisations in other countries for learning across similar and different health systems.

## **Participants**

It is anticipated that this course will be open to all who meet the requirements to study a course at Level 7. It is however anticipated that the maximum benefit will come for those people with some experience of working in healthcare, for a government, or with a relevant charity/NGO. Although the intention will be to recruit to this programme internationally, it is anticipated that the pilot cohort will be NHS staff from the UK.

This Global Health Masters (MA or MBA) should be an educational offer suitable for all who have the pre-requisite requirements,  
The Masters Health specialism should be specifically designed for those working in the health care sector including but not limited to,

- Doctors
- GPs
- Practice managers
- Nurses
- Pharmacists
- Other Health professionals
- International medical and other graduates coming to the UK on a Tier 2 visa

It should be delivered through a blended learning approach, engaging online learning platforms with online tutors and should be accessible on all devices.

Courses developed for this programme should include specialist health modules such as,

- Healthcare Systems
- Resource Management in Healthcare
- Innovation and Quality Improvement
- Risk, Governance and Patient Safety
- Behavioural Science

The programme should be accredited by a recognised professional body with opportunities for credentialing or validation/revalidation.

### **Optional Exit Awards**

While this commission seeks to establish a programme with a Masters (MA/MSc or MBA Award, potential for students to exit with a postgraduate Certificate (PGCert) Diploma (PGDip) in Business Administration (Health) should be considered to provide flexibility and options of study pathways.

## Section Two: Specification

### Overview

#### 3. The requirement

HEE are seeking a provider with a detailed understanding of Leadership and Management in Health specialisms, combined with expertise in the design and use of technology for learning; to develop and deliver a Blended Learning Global Health programme and associated training.

#### 4. Marketing, Recruitment and Selection

HEE is seeking a training provider that will utilise digital and other innovative means in the marketing, recruitment and selecting appropriate individuals as highlighted in the participant list.

Widening access and participation is a core fundamental principle to HEE's blended learning programme. As a result, we are very keen for providers to successfully utilise various marketing, recruitment and selection strategies to attract diverse student population onto the programme mechanisms

Individuals selected to the programme will demonstrate;

- values and behaviours in accordance to NHS, academic institution and any accrediting or professional body
- that they have the aptitude to meet programme outcomes
- capability for digital literacy which can be developed through the programme to meet programme outcomes
- high cultural intelligence with the capacity for further development throughout the training programme

#### 5. Curriculum

HEE is seeking a Global Health training programme that will last no longer than 5 years from registration to completion delivered through a fully integrated blended learning approach.

The intended core and optional curricula should include but not limited to these topic areas,

- Global Public Health
- Global drivers for change in healthcare
- The Global healthcare workforce
- Global governance, humanitarian response and disaster preparedness
- Building capacity in resource challenged areas
- The role of Primary Care in moderating the costs of Universal Health Care Coverage
- Role and function of NGOs and other global organisations (e.g., WHO, THET etc).
- Workforce planning
- Quality Improvement and innovation in healthcare

- Patient safety, risk management and governance
- Leadership and Management in Health
- Accounting and Finance
- Behavioural science
- Entrepreneurship
- Impact of digital and technology in healthcare

Furthermore, additional topics such as these should be delivered in the context of (but not limited to) other countries such as England, Uganda, Italy, Mandalay and USA, India, South Africa, etc.

- Quality of Care – assessment (CQC or equivalent) and improvement
- Humanitarian response/refugee health
- Value for money of healthcare/healthcare economics
- Population Health
- Healthcare systems
- Leadership and Management in healthcare/Health system strengthening in Low to Middle Income Countries (LMICs)

### **Country Visits**

Students studying the structure and function of the healthcare system in the relevant country should have the option and receive preparation and support for a visit. The visit itself should be hosted by a partner university/ organisation and will include speakers from, and visits to, a range of healthcare facilities including primary care, mental health, secondary/tertiary acute care, community services, health prevention and promotion providers.

### **Communities of practice**

It is expected that programmes will be delivered with provision for peer-to-peer learning and socialisation of participants through discussions and debates around case studies, an individual essay on aspect(s) of healthcare in the country being studied, a piece of group work, a reflective learning diary, and assessments.

The communities of practice should aim to include experts, patrons or sponsors in the various global health topics to contribute their expertise and special interest in the chosen area.

### **Digital literacy skills requirement**

Due to the targeted participants, it is expected that the provider will complete a baseline digital literacy assessment with prospective students and where indicated provide support and resources to enable students enrolling on the course to be fully inducted to the approach and the digital and technological offers for delivery of this programme.

### **Assessment**

It is expected that various forms of assessments- formative and summative will be used throughout the programme with students being given appropriate type, level and length of assessment to complete at the end of each module.

This could include discussion/debate around one or more case studies on which their contribution will be assessed, as well as assessment of an individual essay (circa 1500 words), a piece of group work, a reflective learning diary, and an end of module MCQ examination.

### **Dissertation**

Students will be expected to complete a dissertation in the final 6 months of their programme. The title of the dissertation will be up to individual participants, but the expectation is that it will have a significant component of comparing and contrasting either the healthcare systems, or the approach to improving the health of the population, or one of the generic themes in the different countries they have visited as well as any other country they may wish to introduce.

By the end of the first four weeks into the dissertation module, participants will be expected to produce a 1200-word outline of their proposed dissertation followed by the 10,000-word dissertation itself at the end of the six months. In addition to the dissertation, every participant will be expected to publish at least one paper on their work in either the scientific or managerial literature.

## **6. Training delivery**

HEE is seeking a provider that demonstrates the full use of a range of digital and other innovative technologies; gamification, immersive technologies, simulation etc. in delivering effective synchronous and asynchronous learning.

The course should be delivered through a blended learning approach with options for site-based training where evidence of demand exists.

Training should be interactive and include didactic teaching and supervised groupwork. Supervised group work will require at least two trainers/ facilitators.

Training should be a minimum of 30 months approximately and not longer than 60 months.

Student progress should be assessed by the educational provider.

Training provider should deliver a minimum of three cohorts per year.

## **7. Key considerations**

The supplier/s will be required to:

- Develop a collaborative curriculum development group incorporating representatives from a variety of health specialism provider services and HEE.
- The curriculum is required to be developed and approved by March 2021

- Demonstrate innovative use of learning technologies including (but not limited to) immersive and simulated learning to deliver a blended curriculum
- Evaluate training for, organisation & logistics, effectiveness of the training delivery, quality of materials & trainers, and efficacy of the training.
- Training should be made available across England and internationally with neither access nor quality compromised by location.

## **8. Key performance indicators (indicative)**

The provider should achieve;

### **Recruitment and Selection**

The supplier shall use all reasonable endeavours to recruit to agreed annual intakes with clear evidence of strategies to recruit diverse student population. Students recruited to programmes above those numbers proposed by provider(s) will not attract additional payments from Health Education England.

If the total number of students recruited by the supplier to any intake is lower than the agreed annual intake, the supplier must notify the authority at the earliest opportunity.

### **Student Failure and Lost Students**

The Supplier shall make reasonable efforts to review the circumstances of each individual student failure; and act accordingly to support the student to complete their programme.

The Supplier shall notify the Authority at each census point of the numbers of Lost Students in that Academic Quarter via the agreed exchange of information. The Supplier will provide the Authority with a breakdown of attrition and failure reasons, actions taken and plans to limit future attrition.

### **Premises/ Learning technologies**

The institution shall provide appropriate teaching facilities/accommodation, digital and other learning technologies to deliver the programmes under this Agreement which is fit for purpose and of sufficient capacity and quality to fulfil the Institutions obligations under this agreement.

### **Academic Staff**

The Institution shall be responsible for ensuring that it has sufficient, appropriately trained and prepared academic staff to deliver the services under this contract.

The Institution shall ensure that all academic staff contributing to the development, delivery or assessment of services being delivered under this contract reflect the NHS Values and Behaviours as set out in the NHS Constitution.

The Institution shall ensure that it has systems and procedures in place to ensure its academic staff continue to be appropriately trained and developed.



**Curricula**

The Supplier undertakes an annual review of programme content and delivery to ensure that it is contemporaneous and meets proposed accreditation and validation standards.

**Quality Reviews**

The Supplier confirms over the course of the year it will report any weakness identified by quality reviews either internal or external, and share their module and course feedback from external examiners and students

**Student Feedback**

The Supplier participates in module and course evaluation to ensure learner voice is represented to ensure quality of the course content and share findings with the commissioning authority

**Engagement and Partnerships**

The Supplier will provide information reflecting the innovative nature and value of delivering this curriculum through engagement and partnership working at local, regional, national and international levels.

**9. Payment mechanism**

The contract will be delivered according to NHS financial years.

The contract value for this provision is a one off totalling £400k for all providers / consortium.

HEE will make payment upon signing a contract and subject to receipt of an uncontested invoice.

**Section Three: Information****10. Data management**

The Supplier will be considered as the data manager for trainee and training provider information.

The supplier will abide by public sector requirements for data security and management and will abide by GDPR regulations.

Data will be required, anonymised, for use by the commissioner.

Data in respect individuals may be required by the commissioner, or its agents, in order to prevent, investigate, or prosecute fraud or other illegal activities.

Parties agree to implement an information sharing agreement to enable the sharing of information in relation to tracking performance and progression of this training contract.

## **11. Intellectual property**

All Intellectual Property Rights used or owned by a Party prior to the Commencement Date (Background IP) is and shall remain the exclusive property of the Party owning it (or, where applicable, the third party from whom its right to use the Background IP has derived).

Each Party grants to the other royalty-free, non-exclusive licence to use its Background IP during the contract terms for the sole purpose of developing and delivering the Programme, but for no other purpose. Neither Party shall be entitled to grant and sub-licence over or in respect of the other Party's Background IP.

The non-negotiable stance from HEE is that it owns the IP of any materials and outputs that is generated by this funded service as part of the NHS.

Any modification or amendment to the service or training materials shall be subject to the Authority and the Supplier approval.

## **12. Confidentiality**

The provider agrees to comply with the following:

- That they shall keep permanently confidential the information contained herein or sent herewith or made available in connection with further enquiries (in accordance with the Freedom of Information Act 2005), and
- That they shall not divulge or communicate to any person (other than those whose province it is to know the same or with the permission of the HEE or where a joint response with another Education Provider is requested) any such information, and
- That they shall ensure that their employees, agents, and sub-contractors comply with the same principles

## **13. Freedom of information**

Submissions will be subject to the FoIA. All information submitted will be treated as 'commercial in confidence' during the tender process.

Potential providers should be aware of HEE's obligations and responsibilities under the FoIA to disclose on request recorded information held by HEE provided by potential providers in connection with this procurement exercise, or with any contract that may be awarded as a result of this exercise, unless it considers one of the statutory exemptions under FoIA applies.