

GenerationQ curriculum

Subject area – Contextual Leadership

Subject area title:	Contextual Leadership (Certificate)
Level:	Level 7 (Masters)
Credit points:	20 (Module 1)
Method of assessment:	Written assignments

Aims

The aim of the Contextual Leadership module is to develop leaders who:

- understand national policy for health care quality improvement and implications for their immediate context
- shape and influence local health care strategy, leadership and culture to become more conducive for quality improvement
- take account of and work with existing contexts (both local and national) in leading quality improvement.

Curriculum

This module focuses on knowledge and understanding, and cognitive (thinking) skills.

On completion of this module of the programme the successful participant will have specific knowledge and understanding of the different definitions of quality and the relationship between delivering quality, value and local strategy within a national healthcare policy environment. They will also be able to demonstrate and critically reflect upon their own organisational culture, leadership and quality improvement context, and on their personal perspectives and assumptions held.

Subject area narrative – Technical Leadership

Subject area title:	Technical Leadership (Certificate and Diploma)
Level:	Level 7 (Masters)
Credit points:	20 Certificate (Module 2) 20 Diploma (Module 5)
Method of assessment:	Written assignments

Aims

The aim of the Technical Leadership modules is to develop leaders who:

- understand and have some experience of the full range of improvement methodologies and underlying orientations of the different methodologies
- are able to critically assess both strengths and weaknesses of each methodology
- are able to decide and make the case for adoption and adaptation of particular improvement methodologies, dependent upon situation and context.

Curriculum

This module focuses on knowledge and understanding, and cognitive (thinking) and practical skills.

On completion of these modules of the programme the successful participant will have specific knowledge and understanding of the key methodologies used in the healthcare context to deliver improvements, and the potential pitfalls in delivering sustained and ongoing improvement

They will also be able to demonstrate specific intellectual capabilities, for example being able to make informed choices of specific improvement methodologies and explain their strategy for improvement, based on their own improvement context: recognising the voice of the patient, current health care climate and budgetary restrictions.

The aim of this programme is not to equip leaders with the in-depth skills of an experienced improvement change agent. However, this module aims to ensure participants have some experience and familiarity of various quality improvement philosophies, tools and techniques.

Subject area narrative – Relational Leadership

Subject area title:	Relational Leadership (Certificate and Diploma)
Level:	Level 7 (Masters)
Credit points:	20 Certificate (Module 3) 20 Diploma (Module 4)
Method of assessment:	Written assignments

Aims

The aim of the Relational Leadership modules is to develop leaders who are able to:

- skilfully engage with others at all hierarchical levels
- lead or influence change at an individual, team, organisation and system-wide level.

Curriculum

This module focuses on knowledge and understanding, and cognitive (thinking) and practical skills.

On completion of these modules of the programme the successful participant will have specific knowledge and understanding of a range of approaches to organisational change and their different underlying assumptions and implications for leadership. This will include ways of understanding individual responses to change, conceptualising resistance and working with both, and broader perspectives on the phenomenon of power and politics within organisations, including the notion and manifestations of 'stuckness'.

The successful participant will be able to understand and appreciate the complexities of organisational change and different approaches to it and the implications for leadership. To understand the relationship and tensions between technical approaches and relational approaches and where each might be appropriate in leading quality improvement and

how this might affect the dynamics and interplay of relationships within, and between, individuals and groups, particularly when introducing change.

Skills developed in these modules are all critical to leading people in change and include the ability and skill to coach others for development and learning, to map and influence stakeholders, and engage others.

Subject area narrative – Personal Leadership

Subject area title: Personal Leadership (Diploma)

Level: Level 7 (Masters)

Credit points: 20 Diploma (Module 6)

Method of assessment: Written assignment

Aims

The aim of the Personal Leadership Module is to develop leaders who:

- view their own personal development as part of the ongoing process of leading quality improvement
- seek to continuously develop their self-awareness and personal leadership framework in their role as leaders of quality improvement
- experiment with new behavioural actions in the work place and learn from the experience
- are resourced to sustain the personal challenges of leading to improve quality.

Curriculum

This module focuses on knowledge and understanding, and cognitive (thinking) and practical skills.

On completion of this module of the programme the successful participant will have specific knowledge and understanding of theories of learning, personal growth and change, and personal psychology as relevant to a leader in health care.

They will also have a heightened awareness of themselves as individuals and how they engage with, and impact on other individuals in the organisation context, and in their role as leaders of quality improvement. This enhanced reflexivity and awareness of personal 'theories-in-action' and 'personal values-in-action' will inform their practice as leaders.

Whilst this programme is not targeted at personal skill development we believe that the learning process will enhance: conscious attention to self (thoughts, feelings, theories in action...), attention to others, active listening, staying present in a situation and making critical subjective judgement and evaluation.