



Queen Margaret University
EDINBURGH

**ANNUAL MONITORING REPORT FOR PROGRAMMES DELIVERED SESSION
2014-2015
SUBMISSION DEADLINE: 30 OCTOBER 2015**

Programme Title	MSc Healthcare Management
Programme Leader	Dr Grigoris House
Partner organisation	Academy of Public Management, Bucharest

Previous annual report and action plan

Action taken in response to the annual reporting and planning exercise in the previous year together with a note of progress or repositioning. Indicate in the final column the impact of the action and resulting enhancement of the student experience:

Action	Progress	Enhancement
Improve consistency of marking and quality of feedback to students.	Staff development workshops held in November 2014	QMU moderators and external examiner commented on greater marking consistency; clearer feedback provided to students.
Encourage students to read more widely and critically.	Additional tutorials provided on academic reading	Some students benefitted from the tutorials but some continue to struggle with this.
Continue to market the programme widely and work with local employers	Recruitment up slightly for 2014/15	Improved financial viability and students benefit from wider peer group.
Further develop support mechanisms and tracking systems for part-time and deferring students.	Programme administrator has set up tracking spreadsheet. The team continue to counsel students who may need to defer. QMU extenuating circumstances guidelines are applied.	Many students are working professionals and life events will inevitably continue to disrupt their studies. We recognise that we have to be flexible where appropriate in order to support students to complete their programme.
Support staff to make better use of the Hub.	Half day workshop held in February 2015; further workshops would be useful. More staff now placing materials and exercises on Hub but	Use of the Hub helps to support students between teaching blocks and encourages more productive use of reading and directed learning

	engagement across the programme is still not consistent.	time.
Provide more guidance to students on the avoidance of plagiarism and interpretation of Turnitin reports	Additional workshop held before first assignment submission. All students now using Turnitin.	Reduced incidence of plagiarism, although poor paraphrasing and inadequate referencing remain issues in weaker student work.
Provide additional computer access at times when students are in the building.	Weekend opening hours of IT lab extended.	Students now have easier access to the Hub and learning resources during study blocks.
Increase number of field trips to local employers.	This did not prove possible because of workload at local hospitals. Instead more guest lecturers will be invited to contribute to the programme and meet students.	Programme remains relevant to current context and links made for possible future employment.

Additional information

Use the space below to provide additional information on the overall operation of the Programme during the previous year that may be of interest to readers of this report.

A dedicated programme administrator was recruited to support the programme. She works three days a week and has greatly improved our tracking and records systems.

Review or professional accreditation

Did the Programme undergo review or accreditation during session 2014-15? If so, provide a short reflective commentary below. This space may also be used to include commentary on conditions and recommendations set by validation and review panels prior to 2014-15.

The programme was validated during 2013-15 with two conditions and five recommendations. The conditions were met before the programme started, as were two of the recommendations. Long-term recommendations are as follows:

- **To develop approaches to marketing and recruitment in order to ensure the programme attracts a wide range of applicants:** We have worked with local employers and professional networks in order to promote the programme to doctors, nurses and other health professionals as well as managers.
- **If numbers increase, to consider the balance of formal and informal mechanisms for student support:** This has been kept under consideration. At present, we have capacity to continue to provide the level of formative assessment and individual feedback we would wish within the academic team. If numbers increase we will consider whether to supplement this support with a

dedicated academic counsellor.

- **Continued review of the staff development strategy with a view to enhancing academic staff members' scholarly activity and research profile:** In these early years of the programme the staff development priority has been to ensure the effective delivery of the programme. However, staff remain active within professional networks and continue to engage in scholarly activity. It is hoped to build on some of the work done through student dissertations and further develop the team's research profile in future. The team would welcome active collaboration with QMU on suitable research activity.

Response to student feedback

List below key issues raised by students through the 2014-15 QMU internal survey of opinion and other channels such as SSCC meetings and module evaluation. Include details of actions taken to address or respond to student feedback.

Feedback	Action
Some students requested academic writing tutorials to be held earlier.	We believe that it is more helpful to hold these when students are about to embark on their first assignment. However, students are directed to online guides from induction, via the Hub.
There were some challenges with the group work assignment for the module <i>Interdisciplinary working in healthcare</i> .	The ability to work effectively in groups is expected at this level and the team continues to believe this assignment is important. However, clearer guidance will be provided in future.
A number of students thought the problem-based approach in <i>Change Management</i> module required a disproportionate amount of student effort.	The delivery and assessment pattern for this module has been adjusted in order to ensure consistency of workload compared to other modules.
A small number of students sought changes in the assignment for <i>Developing Strategy</i> but each student concern was different.	No change made due to lack of clear consensus. Positive feedback on this assignment from External Examiner. The team will continue to monitor.
Students requested more field trips.	The team will continue to seek opportunities for field trips, but recognise that this requires goodwill from local employers. More guest lecturers will be invited to provide real world input into the programme.
Students appreciated the availability of video clips on the Hub site for one module.	Extend the use of video to other modules as appropriate.

Additional information

Use the space below to provide additional information that may be of interest to readers of this report.

Module evaluations were conducted at the end of every module. Students were largely satisfied with every module, with particularly high scores for *Current Issues in Healthcare Management* and *Customer-focused Public Services*.

Feedback from other stakeholders

List below feedback from other stakeholders, for example, staff and employers, and include details of actions taken in response. Include information on action taken to address External Examiner comments.

Feedback	Action
External examiner:	
Weaker students continue to struggle with reflection and skills of critical analysis.	Additional tutorials were provided and staff offer one-to-one appointments. Strategies for supporting students in these skills will be the subject of staff development in 2015-16.
Although the quality of feedback on assessment has improved, some markers' comments did not match with the grade given.	The team has benefited from staff development on this. We will continue to promote good practice through internal marking meetings and dialogue with the QMU Academic Link Person.
For one module the full assignment guidelines and marking criteria were not provided with the scripts for moderation.	In future the QMU moderators and external examiners will be provided with full information, in line with the moderation checklist.
The programme provides a range of innovative assessments that relate directly to students' future employment.	The team welcomed this positive feedback and will continue to focus on career relevance.
QMU moderators:	
Further thought might be given to the design of the assessment for <i>Current Issues in Healthcare Management</i> so as to reduce opportunities for plagiarism.	Module co-ordinator to liaise with relevant staff at QMU for guidance on assignment design.
Employers:	
Employers have stated that they are impressed by the quality of graduates.	The team welcomed this positive feedback.
One employer asked for more employment law within the curriculum.	There is no space to cover this topic in depth but it will be touched on in the <i>Managing People</i> module and students will be directed to further information.
Staff:	
Students were anxious about the first assessed oral presentation.	Short non-assessed oral presentations will be introduced in an earlier class session as a formative exercise.
Some staff requested further guidance on the PAT role.	Staff development to be put in place during 2014-15.

External Examiner's Report available before submission deadline (delete as applicable): **yes/no**

Additional information

Use the space below to provide additional information that may be of interest to readers of this report.

The number of private hospitals and clinics in the local area looks set to increase with plans for two more major developments. The team will continue to establish links with both public and private employers as graduates may work in either sector.

Equality and diversity

List below matters identified relating to the enhancement of equality and diversity and action taken or planned, whether in relation to recruitment, student support, curriculum content, or methods of learning, teaching and assessment.

Matter identified	Action
This year two students identified themselves as dyslexic and support systems were put in place.	Handouts were provided in advance of teaching blocks (on coloured paper). Additional time was allowed for assessment tasks where appropriate.
Some students have caring / family responsibilities which sometimes conflict with attendance.	Timetable published well in advance and students advised of attendance expectations. Material available on Hub.
Students start programme with varying levels of IT ability.	IT diagnostic exercise conducted on first day and students directed to further support as appropriate.

Additional information

Please use the space below to provide additional information that may be of interest to readers of this report.

Equality and diversity forms an important strand of the *Customer Facing Public Services* module.

Analysis of performance indicators

List below any notable trends and provide an evaluation of possible reasons for these. Include any actions planned in response to this analysis.

Trend	Evaluation	Action
High deferral rate	This is to be expected given the nature of the cohort.	Tracking systems in place; QMU extenuating circumstances guidance used to ensure equitable treatment.
Greater proportion of associate students undertaking only one	This is welcomed as it often adds to the richness of the cohort in the	Ensure all students have access to basic induction information regardless of

module	classroom. However, students who join an existing cohort don't benefit from the same induction and may feel slightly excluded from pre-existing peer support networks.	when they start. Use small group working in class to encourage mingling.
Average marks slightly lower than for equivalent UK programmes.	Some students struggled to adapt to the expectations of UK Masters level.	Continue to seek ways to develop students' critical skills and encourage wider reading.

Additional information

Please use the space below to provide additional information that may be of interest to readers of this report.

n/a

Sharing practice

Highlight up to five features of good practice in learning and teaching that could usefully be shared with colleagues across the University. The QELTA Strategy sets out some priority activities for the University, and may serve as a useful reference point when completing this section. Other reference points that may be considered are identified in the Guidance Notes accompanying this template.

1. The programme has an interdisciplinary approach to teaching/ learning in line with QELTA. Students benefit from the opportunity to share practice and experiences. Class discussions between those from a management background and the healthcare staff have been particularly productive and thought-provoking.
2. The Programme Leader presented at the Healthcare Management Conference in Sofiya in March 2015. Useful connections were made with other academics publishing in this field.
3. The poster assignment with a peer assessment component in the module *Evaluating Evidence* was highly commended by the External Examiner.
4. Because of the difficulty of organising a student-staff committee, all students were invited to feedback to the team in a 360° programme evaluation meeting. Students were invited to submit comments anonymously on post-it notes as well as participating in an open discussion. This provided a number of interesting suggestions as well as positive reassurance that in the main students were enjoying the programme and appreciated the range of learning and assessment methods employed.
5. Students continue to comment positively on the value of field trips and guest lecturers. Staff also draw on their own experience within healthcare management to provide real world examples and case studies to support learning.

Additional information

Please use the space below to provide additional information that may be of interest to readers of this report.

n/a

Action Plan 2015-16

List prioritised objectives for Session 2014-15, summarising the key issues arising from the annual report. For each objective, please specify who is responsible for action identified and the timescale by which it should be met. Please also include details of the expected enhancement arising from the action.

Action	Responsible	Timescale	Expected Enhancement
Further develop mechanisms for encouraging students to read more widely and critically. To be covered in staff development from QMU.	Programme Team, QMU Academic Link Person	June 2016	Student performance improved.
All staff to use the Hub to support learning and encourage student engagement with the reading. Encourage more innovation in the use of the Hub.	Programme Team	All modules to have active Hub sites by February 2016	Improved student support. Better use of directed learning time, allowing staff to achieve more during face-to-face teaching blocks.
Continue to emphasise academic writing skills and avoidance of plagiarism. Monitor effectiveness of current format and timing of tutorials. Review assignment design where necessary.	Programme Team	On-going	Student performance improved.
Ensure moderators and external examiner receive all relevant information with scripts.	Programme Team	February 2016	Moderation process made smoother and more effective.
Ensure all markers provide feedback that	Programme Team	February 2016	Students understand how they can improve.

is consistent with the mark. Hold internal marking workshop and use internal moderation to compare feedback practice.			
Staff development to be held around the PAT role.	Programme Team, Academic Link Person	December 2015	To provide more consistent and effective student support.
Monitor experience for associate students to ensure their needs are met.	Programme Leader	On-going	Equity of student experience.
Seek opportunities to expand research work between partners.	Programme Leader, Academic Link Person	On-going	Programme will be enriched by links to up-to-date research.

Issues to highlight to the School or University

Issues to draw to the attention of the School or University, including any significant resource issues impacting on the quality of the student experience.

An upgrade to the library is planned for next year. This will create some disruption in the short term but will provide more study space and an expansion of the book stock for the future.

Please submit this report electronically to Dawn Martin in the Division of Governance and Quality Enhancement sadamson@gmu.ac.uk
The deadline for submission is **30 October 2015**