
FMLM undergraduate curriculum supplementary guidance #2

Intercalated programmes in medical leadership

Background

This paper presents a short guide to undergraduate intercalation programmes in medical leadership. It is designed for faculty in medical schools who are considering introducing a new intercalation programme. It will address broad points of guidance and the design principles for those seeking to establish an intercalated degree in this area.

Whilst many other initiatives are underway to incorporate 'leadership' into the undergraduate medical curriculum, an intercalated programme offers the opportunity for students to engage in an in-depth way with the concepts and practice of medical leadership. Most courses would provide the foundations in the principles of leadership and management in health settings. It is likely that intercalation will only address leadership for a small proportion of all medical students.

The term 'medical leadership' is used here but it is also taken to include health management. Two examples of medical schools with intercalated programmes are referenced in the appendix as case studies.

Designing an intercalated programme in medical leadership

Aims

A one-year undergraduate intercalation cannot deliver a full programme on (medical) leadership given the limited time available and the relative inexperience that medical students have in relation to leadership and/or clinical settings. It may therefore be suitable to provide a grounding in leadership concepts and principles, together with some real-life examples.

The intercalated programme should introduce students to the key principles of leadership and management with a specific application to health care organisations and health systems.

Business school collaboration

Few faculty members in medical schools are equipped to organise and deliver a leadership programme such as an intercalation. It is therefore sensible to develop collaboration with departments elsewhere in the university which may have teaching and/or research experience. This might well be a business school, but it might also be found in social/health policy, sociology or other departments (depending on local expertise).

Collaborations with local NHS organisations are also vital for the effective application of classroom-based learning. Case-study visits, guest speakers and real-world projects are important components of the programme.

Curriculum

The undergraduate (UG) curriculum will vary between any programme depending on the local context such as staff research interests, the structure of existing intercalated programmes (of which medical leadership might form a part), and the level of awareness of/exposure to leadership in initial years. The HEE/FMLM indicative curriculum provides the general content for leadership teaching across all UG years. Also, the FMLM competency framework might also be helpful. There may be options for a postgraduate (PG) course, depending on local circumstances.

In the absence of core content, curricula vary between existing intercalation programmes.

Commonly, they include:

- Healthcare management
- Leadership
- Research methods
- Dissertation

However, a myriad of other options might also be offered, such as:

- Quality improvement (including patient safety)
- Organisational change
- Health policy
- Health economics
- Health informatics
- Human resource management
- Strategic management
- Health finance

The structures of the existing programmes are similarly varied, largely depending on the parent intercalation programmes delivered elsewhere in the medical school.

Factors to address in designing a medical leadership intercalated programme

Existing infrastructure and resources:

- What is the structure of the parent intercalation programme?
- Are faculty staff available and capable of delivering the programme?
- What is the level of engagement with local NHS organisations?
- Will the intercalating opportunity be at undergraduate or postgraduate level?

Student recruitment:

- What is the level of interest among the student body? Eg Is there a medical leadership society? Have students organised events/talks about leadership?

Curriculum:

- How does the intercalation programme fit with the existing 'leadership' offering elsewhere in the medical school and inter-professional education?

Directory

Undergraduate intercalated programmes:

Imperial College London - [BSc 'Management'](#)

Kings College London – [BSc 'Health care management'](#)

University of Birmingham - [BMedSci 'Health Management and Leadership'](#)

Postgraduate intercalated programmes:

Brighton and Sussex Medical School - [MSc 'Leadership and Commissioning'](#)

University of Exeter - [MSc 'Healthcare leadership and management'](#)

University of Plymouth - [MSc 'Healthcare management, leadership and innovation'](#)

University of Sheffield - [MPH 'Management and leadership'](#)

Resources

[FMLM indicative undergraduate leadership curriculum](#)

[Leadership and management standards for medical professionals](#)

[FMLM resources for faculty development](#)

[Healthcare leadership model](#)

[Maximising Leadership Learning in the Pre-Registration Healthcare Curricula](#)

Appendix: Case studies

1. University of Birmingham

Course title:	BMedSci `Health Management and Leadership`
Duration:	One year; single entry late September
Number of students:	12 – 15 per annum

This intercalation forms part of a broader programme in Population Sciences and Humanities (POSH) in the medical school.

Background

Various factors contributed to this programme which started in 2016. The Health Services Management Centre (HSMC) has been a long-standing provider of management and leadership education (Including the Elizabeth Garrett Anderson (EGA) programme of the NHS Leadership Academy and the NHS Management Training Scheme (MTS). Although based in a different college of the University to the medical school, there had been growing levels of collaboration between the two. Also, the student-led Medical Leadership Society has been advocating for a leadership course for some time.

Teaching on the programme is split between HSMC and the Medical School.

Modules

120 credits, all compulsory

- 3 specialist modules (10 credits each)
 - Health services management
 - Leadership and change management
 - Quality and patient safetyEach specialist module comprises lectures, workshops, case-study visits and guest speakers.
- Quantitative and qualitative (Q&Q) research methods (30 credits)
- Research project design (20 credits)
- Research project (40 credits) <12,000 words. Topics developed by students
- Assessment mainly by coursework but also presentations and exams (Q&Q).

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2. Imperial College London

Course title:	Intercalated BSc `Management`
Duration:	One year; start early October
Number of students:	80 per annum

This pathway is part of a wider range of intercalation pathways via Imperial College's medical school

Background

This programme began in the 1990s and has continually supported the development of business and management skills for medical students, both from within Imperial College and from other medical schools across the UK. Imperial College Business School is world-leading, offering predominantly postgraduate education. It has a long-standing tradition of focusing on health care management issues with a masters degree in international health management and world leading research in health economics and policy.

Teaching on the programme is provided fully by Imperial College Business School.

Module description/outline

60 ECTS (120 CATS); all modules are compulsory

- 4 specialist modules
 - Health Economics
 - Managing Health Care Organisations
 - Health Informatics
 - Social Research Methods, preparing students for the final project and general research in health care
- 6 business management modules
 - Accounting
 - Organisational Behaviour & Human Resource Management
 - Marketing
 - Business Strategy
 - Sustainable Business
 - Entrepreneurship
- Research project: a group project with project titles provided by faculty and/or clinical/corporate partners (25,000 words).

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