UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	School of Health and Wellbeing		
Course Code(s):	HW074P31UW	Part-time	2 Years
Course Title:	PG Diploma Health and Social Care Leadership, Coaching and Innovation		
Hierarchy of Awards:	Diploma of Higher Education Health and Social Care Leadership, Coaching and Innovation		
Language of Study:	English		
Date of first cohort:	14/Sep/2026		
Specification valid from:	2025/6		

Academic Staff

Course Leader:	Mrs Jayne Hollinshead
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

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- Honours degree (2:2 or above, or international equivalent) in a relevant discipline.

OR

- Required previous learning with sector norm experience in a health or social care leadership role, and certificated evidence of recent study at Level 6 (within the last 3 years), related to the field of health and social care to ensure ability to study at Masters level.

English language requirements

Applicants originally from countries where English is not the first language must provide evidence of the International English Language Test (IELTS) with a score of 6.5 or above

Distinctive Features of the Course:

This postgraduate course offers you a transformative learning experience alongside other health and social care professionals seeking to develop advanced leadership, innovation, and coaching and mentoring capabilities. Unlike generic leadership programmes, this course is specifically designed to meet the complex interpersonal, ethical, and organisational challenges faced in health and social care settings. Students will be guided through an ecological approach to leadership, from self-leadership to leading individuals, teams and applying these principles within and across organisations. It blends theory, reflective practice, and applied skills to support professionals in becoming confident, emotionally intelligent mentors and coaches who can lead change, support colleagues, and enhance service delivery within and across organisations.

What sets this course apart is its deep integration of coaching and mentoring within the realities of clinical and social care. You will explore traditional and contemporary theory to develop inclusive leadership practices that will influence multidisciplinary teams and person-centred care. The course also emphasises personal development, emotional intelligence, and professional identity; ensuring that you not only gain knowledge but also grow as a compassionate, reflective leader.

Throughout the course, you will engage in experiential learning, peer coaching, and real-world case studies. You also have opportunities to apply your learning in your own workplace, supported by expert facilitators and structured feedback.

What makes this course stand out?

- Designed specifically for health and social care professionals, with sector-relevant content and examples.
- Builds leadership confidence, insight and competence tailoring and applying leadership principles to situations and populations
- Focus on emotional intelligence and professional identity, in addition to learning practical leadership approaches and skills.

- Integration of coaching and mentoring with leadership and service improvement, offering an integrated, service relevant development of skills and knowledge.
- Use of real-world case studies and workplace-based projects, ensuring relevance and impact.
- Opportunities for peer coaching and reflective practice, fostering deep learning and collaboration with like-minded colleagues.
- Access to experienced facilitators with clinical, educational, and leadership backgrounds.
- Flexible delivery options, including online synchronous and asynchronous learning to suit working professionals.
- Alignment with national frameworks such as the NHS Leadership Academy and Advance HE, supporting career progression.

By the end of the course, you will have developed a knowledge and skills set and confidence and competence to mentor and coach others effectively, lead with empathy, and contribute meaningfully to a culture of learning and improvement in your organisation and beyond.

Educational Aims of the Course:

Intakes:

September
January
May

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

January (Part-time)

Module	Title	Credits	Period	Type
7NH163	Contemporary Leadership in Health and Social Care	30	SEM2	Core
7NH164	Developing Professional Practice through Mentorship and Coaching	30	SEM3	Core

January (Part-time)

Module	Title	Credits	Period	Type
7NH165	Leading Across Systems: Developing Collaborative Approaches to Stakeholder Relationships	30	SEM2	Core
7NH166	Transforming Practice: Service Improvement and Innovation in Health and Social Care	30	SEM3	Core

May (Part-time)

Module	Title	Credits	Period	Type
7NH163	Contemporary Leadership in Health and Social Care	30	SEM3	Core

May (Part-time)

Module	Title	Credits	Period	Type
7NH164	Developing Professional Practice through Mentorship and Coaching	30	SEM1	Core
7NH165	Leading Across Systems: Developing Collaborative Approaches to Stakeholder Relationships	30	SEM2	Core

May (Part-time)

Module	Title	Credits	Period	Type
7NH166	Transforming Practice: Service Improvement and Innovation in Health and Social Care	30	SEM3	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH163	Contemporary Leadership in Health and Social Care	30	SEM1	Core
7NH164	Developing Professional Practice through Mentorship and Coaching	30	SEM2	Core

September (Part-time)

Module	Title	Credits	Period	Type
7NH165	Leading Across Systems: Developing Collaborative Approaches to Stakeholder Relationships	30	SEM1	Core
7NH166	Transforming Practice: Service Improvement and Innovation in Health and Social Care	30	SEM2	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

N/A

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Explore the Healthcare Leadership Model – Leadership Academy

Draft Management & Leadership Framework

Leadership Academy – Better Leaders, Better Care, Brighter Future

The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates - The Nursing and Midwifery Council

Standards | The HCPC

Good medical practice - professional standards - GMC

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
PGDIP01 Can demonstrate a comprehensive and critical understanding of classical and contemporary leadership theories, models, approaches and frameworks, and can critically evaluate and relate to the evidence-base underpinning these perspectives. (Knowing)	
PGDIP02 Critically evaluate, synthesise, and apply policy and research evidence to design and implement quality improvement strategies at individual, team, and organisational levels within complex health and social care systems. (Knowing)	
PGDIP03 Apply strategic leadership and change management principles to design, implement, and critically evaluate innovative strategies that influence policy, drive quality improvement, and lead multidisciplinary teams within complex health and social care systems. (Doing)	
PGDIP04 Facilitate the personal and professional growth of self and others by applying coaching and mentoring techniques to foster reflective practice, psychological safety, and career progression, while integrating research and evidence-based approaches to enhance leadership impact.(Doing)	
PGDIP05 Act as an evidence-informed, values-driven leader by modelling integrity, accountability, and inclusivity, and by contextualising leadership behaviours and decisions within organisational and cultural settings to promote equitable, person-centred care. (Being)	
PGDIP06 Embody resilience and innovation as a change agent by demonstrating adaptability, creativity, and a commitment to continuous improvement and sustainability, leading transformative change in dynamic health and social care environments.(Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

This course is carefully structured to help students build confidence in foundational concepts before progressing to more complex leadership, coaching, and service improvement skills. Early activities focus on exploring leadership theory, reflective practice, and emotional intelligence, providing a strong base for later applied learning such as service innovation work.

Learning is delivered through a blend of synchronous and asynchronous in person and online activities, designed to be flexible, inclusive, and engaging. Students can access recorded lectures, discussion forums, and digital resources alongside live seminars and tutorials, allowing them to learn at their own pace and revisit key concepts as needed.

Academic and digital skills are developed through scaffolded tasks, including group work, independent study, and research activities. Support is provided via study skills workshops, digital literacy sessions, and academic supervision tailored to individual needs.

Practice-based elements such as service improvement projects and workplace learning are integrated with academic content, enabling students to apply theory to real-world challenges. Reflective tools and coaching conversations help students make sense of these experiences.

Digital fluency is promoted throughout the course, including ethical use of AI, data, and collaborative platforms. Students are encouraged to critically engage with digital tools to enhance learning, communication, and professional practice.

Assessment Methods/Assessments:

Assessment within this course is carefully designed to support learning progression, confidence-building, and professional relevance. A balanced mix of assessment types, including reflective writing, project reports, business case development, and a research project ensures students can demonstrate their knowledge and skills in varied and meaningful ways. Workload is managed through staged deadlines and formative tasks that support progression toward final submissions.

For each module, students are invited to complete formative assessments such as reflective journals and project outlines, receiving timely feedback to help them improve before final summative assignments. These tasks encourage critical thinking, problem-solving, and evidence-based argument, laying the foundation for more complex academic work.

Assessments are inclusive and accessible, with clear guidance, marking criteria, and opportunities for students to choose topics or formats that align with their interests and professional contexts. Support is available for students with additional learning needs, including academic skills workshops and one-to-one tutorials.

Real-world relevance is embedded through case studies, reports and service improvement projects, allowing students to apply theory to practice. Students are encouraged to personalise their assessment experience, linking it to their career goals and lived experiences. Feedback from students is regularly reviewed to ensure assessments remain supportive, inclusive, and aligned with evolving professional expectations.

Further Information for Student:

This course is designed to support students, especially those returning to study or coming from diverse educational backgrounds to settle into academic life with confidence. Recognising the ability of health and social care professionals with sector norm experience in leadership who may not have completed a level 6 qualification but have evidence of studying at level 6.

Academic support is embedded throughout the module, including access to personal tutors and extensive study skills resources. Early formative assessments, such as reflective writing and project planning, are designed to build confidence and provide constructive feedback before summative assignment submission.

All students will be offered comprehensive assessment briefs for each module of study. Reflection is a core component of the course, encouraging students to track their development and use feedback to shape their learning journey.

Student feedback is actively sought through module evaluations and informal discussions, and is used to adapt teaching approaches, resources, and support mechanisms, ensuring that the course remains responsive, relevant, and inclusive for all learners.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

This course is designed to remain responsive to emerging research, contemporary issues, and evolving professional practice in health and social care leadership. The curriculum is regularly updated to reflect new leadership theories, coaching models, and sector priorities such as sustainability, digital transformation, and workforce wellbeing. Academic staff actively contribute to research at the University of Wolverhampton, and students are encouraged to engage with this work through seminars.

Students develop inquiry and critical thinking skills through critical engagement of available evidence, self-reflection, service improvement planning and personal development. These tasks promote creativity and evidence-based problem solving in response to contemporary challenges within health and social care.

Graduate Attributes are embedded throughout the course. Students become Global Citizens by exploring inclusive leadership and diverse perspectives; Knowledgeable through critical engagement with theory and practice; Professional via workplace-based learning and ethical reflection; and Digitally Fluent through the use of collaborative platforms, data tools, and responsible AI.

Interdisciplinary collaboration is encouraged through peer learning and cross-sector case studies. Reflection and coaching support lifelong learning, helping students adapt to future challenges and lead with confidence in dynamic health and social care environments.

Personalisation Opportunities:

This course is designed to be deeply personal, reflective, and professionally relevant, allowing students to tailor their learning to their own interests, goals, and lived experiences. Through flexible assessments such as a workplace-based service improvement project, students explore real-world challenges that matter to them and their communities. The coaching and mentoring components encourage students to draw on their own professional journeys, fostering meaningful dialogue and peer learning.

Students are given choice in how they engage with learning—selecting topics for assignments, using diverse resources, and choosing formats that suit their learning style. The course promotes autonomy while offering structured support through academic supervision, peer feedback, and tutorials.

Optional assessment topics and project pathways are introduced with clear guidance, helping students align their choices with career aspirations—whether in clinical leadership, education, or service transformation. The curriculum integrates diverse perspectives, encouraging students to reflect on identity, equity, and inclusion in health and social care.

Reflection is embedded throughout the course via journaling, coaching conversations, and formative feedback. Students are supported to use academic guidance to shape their personal development, build confidence, and become emotionally intelligent leaders who can influence change in complex care environments.

Employability in the Curriculum/Employability and Professional Development:

This course is designed to help students explore diverse career pathways in health and social care leadership, education, and service improvement. Through workplace focused projects, students engage with practice focused challenges that reflect current sector needs and future opportunities. These experiences allow students to build a portfolio of evidence demonstrating leadership, coaching, mentoring, and project management skills.

Professional identity is developed through reflective practice, peer coaching, and supervision, helping students articulate their values, strengths, and career goals. Assessments are designed to be inclusive and reflect different learning styles, and at the same time enabling the development of a portfolio of knowledge and skills, relevant to current roles and future progression.

Students receive structured support from course tutors and are encouraged to engage in networking opportunities alongside other learners and within wider communities of practice. Feedback from tutors and peers helps students identify strengths and areas for growth, while optional project choices allow for personalisation aligned with career ambitions.

Guidance is provided throughout the course to help students make informed decisions about projects. The curriculum promotes confidence, adaptability, and strategic thinking; preparing students to lead change, support others, and thrive in complex, evolving health and social care environments.