

Undergraduate Services, Alliance Manchester Business School

New Course Template

(Please complete this template only if you have followed the process for new course approval)

Course Title:	Enterprise in Healthcare
Credits:	10
Course Coordinator:	Suneel Kunamaneni
Level:	6

Semester (1, 2 or full year):
Semester 2
Course unit overview:
<p>This unit is about the significance of being enterprising to improve our healthcare systems. Current drivers for change in healthcare arise from changes in patients' expectations, equitable healthcare, efficient management of resources, public health policy and advances in science and technology. The unit will focus on developing an understanding of how innovation works in the health sector and draw on best practices globally. It will consider how enterprise skills and innovation can be applied to key aspects of healthcare such as diagnostics technology and preventative healthcare, patient engagement and outcomes, access to medicines and affordable healthcare, social innovation and community engagement and health policy. Up to date cases and lectures by guest speakers from industry and academia will form part of the delivery of the unit.</p>
Aims:
<p>The course aims to equip students with enterprise and innovation skills and apply them to drive improvements in healthcare.</p>
Learning outcomes (when completing this section, consider the following learning outcome categories - knowledge and understanding; intellectual skills; practical skills; transferable skills and personal qualities):
<p>Knowledge and understanding A1: Demonstrate a knowledge of contemporary enterprise and innovation concepts and theories such as lean, design and frugal thinking. A2: Describe the processes by which innovations are introduced and managed in organisations A3: Identify the current drivers of enterprise and innovation in the healthcare sector, including policy, technology and patient needs.</p> <p>Intellectual skills B1: Demonstrate the skill of critical thinking B2: Synthesise and analyse information B3: Evaluate the potential impact of enterprising behaviours and innovations in the healthcare sector</p> <p>Practical skills C1: Identify, collect, analyse and evaluate data C2: Demonstrate presentation and communication skills C3: Construct a business report to communicate research and analysis to colleagues</p> <p>Transferable skills and personal qualities D1: Demonstrate an ability to deal with the uncertainties D2: Demonstrate an ability to identify and solve problems D3: Employ critical reflection skills</p>

D4: Develop written and oral presentation skills such as elevator pitches and business reports

Employability skills:

The healthcare sector is undergoing considerable change. Today's healthcare professionals and organisations face economic pressure to reduce costs while improving care amidst a digital transformation that's changing how and when patients seek treatment. There's a constant pressure to find more efficient and effective ways to deliver healthcare, but improving quality enabled by technology and still holding the line on costs is challenging. Balancing those priorities requires more than just medical know-how or social skills. Healthcare professionals also need commercial skills if they want to deliver a high-quality patient experience while still meeting government priorities and organisational goals. This unit will equip students with commercial skills that will help drive innovation and experimentation in delivering value added care.

Social Responsibility

The current ways in which new healthcare technologies and models are being financed, developed and brought to market render health care systems increasingly inequitable and unsustainable. The unit focuses on how technology can be used to provide future health services such that they positively affect the social factors that are determinants of health. The responsible social innovation dimension in the unit is not just restricted to commercialising 'medical technologies' or 'clinical innovations', but also considers contexts where technology can be used to support citizen empowerment for enhanced societal wellbeing.

Syllabus/Course content:

- Introducing enterprise and innovation skills and concepts (Design thinking, Lean thinking)
- Role of government in healthcare innovation (public health, regulation).
- Social Innovation in healthcare (nutrition, equity, access, affordability)
- New efficient healthcare models (frugal, hybrid)
- Adoption of new healthcare technologies. (data driven, devices, smart hospital)

Teaching and learning methods (*how the course will be delivered i.e. lecture, seminar, workshop etc*):

The unit will be delivered as a series of lectures with case studies and in- class activities (workshop format) for students to work on both alone and in small informal groups. Guest speakers, both from industry and academia, will provide expert perspectives on particular aspects of healthcare enterprise and innovation. The lectures will be supported by Blackboard including lecture notes, case studies and resource web links.

Assessment methods (formative & summative):

All assessments are individual

- Formative: 90s proposal pitch (elevator pitch) which could be a policy, a healthcare model, a digital concept, an NGO suggestion (0%)
- Summative: Main project report 3,000 words (70%)
- Summative: Presentation on main project (10 minutes) (30%)

Feedback methods (to students):
Formative feedback is the feedback given to help you to develop and improve with the unit of study. Formative feedback is available to you through the following means <ul style="list-style-type: none"> • Attending lectures, joining discussions about case studies and doing short work tasks set within the lecture session. • Your lecturer will reply to brief individual questions at the end of each lecture session, if there are a few minutes to spare. • Your lecturer will provide brief replies to your e-mailed enquiry. • Your lecturer may feedback messages to the whole class via Blackboard if the point that you have raised could be of benefit to the whole class. <p>Summative work is any course assessment and exams that contribute to the final mark for the unit. Summative feedback for assignments is on Blackboard. You may e-mail the lecturer to ask for further feedback and they might raise the point in the next lecture, reply to you or invite you to attend a brief one to one feedback meeting.</p>
Pre/co-requisites:
None
Additional requisites:
None
Academic programmes that course is available to:
FBMH 'with Entrepreneurship' degree programmes and as an open elective for other UG programmes.
Recommended reading:
Kearney, C., 2022. Leading Innovation and Entrepreneurship in Healthcare: A Global Perspective. Edward Elgar Publishing. Nusem, E., Straker, K. and Wrigley, C., 2020. Design innovation for health and medicine. Singapore: Palgrave Macmillan. Reis, E., 2011. The lean startup. New York: Crown Business, 27, pp.2016-2020. Govindarajan, V. and Ramamurti, R., 2018. Reverse Innovation in Health Care: How to Make Value-Based Delivery Work. Harvard Business Press. NESTA health resources: https://www.nesta.org.uk/health/ Social Innovation in health initiative: https://socialinnovationinhealth.org/ Innovations in Healthcare: https://www.innovationsinhealthcare.org/resources/ Topol, E., 2015. The patient will see you now: the future of medicine is in your hands. Basic Books
Scheduled activity hours (lectures, seminars, exams etc):
24
Independent study hours:
76
Additional notes: