

Course Specification

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| Published Date: | 21-Sep-2020 |
| Produced By: | Laura Clode |
| Status: | Validated |

Core Information

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| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | Wolverhampton Business School | | |
| Course Code(s): | BE001P36UV | Part-time Block Release | 2 Years |
| Course Title: | MSc Health Care Leadership | | |
| Hierarchy of Awards: | Postgraduate Diploma Healthcare Leadership Postgraduate Certificate Healthcare Leadership Postgraduate Certificate Leadership University Statement of Credit University Statement of Credit | | |
| Language of Study: | English | | |
| Date of DAG approval: | 26/May/2017 | | |
| Last Review: | 2013/4 | | |
| Course Specification valid from: | 2010/1 | | |
| Course Specification valid to: | 2019/0 | | |

Academic Staff

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|----------------------------|--------------------|
| Course Leader: | Mrs Elaine Kirkham |
| Head of Department: | Dr Janet Firth |

Course Information

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|---------------------------------|---|
| Location of Delivery: | University of Wolverhampton |
| Category of Partnership: | 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)

1. A first or second class undergraduate honours degree from a UK university or overseas equivalent, or a professional qualification and/or experience considered to be equivalent to the above;
2. A reference from a tutor who has supervised the applicants undergraduate studies (or equivalent)
3. If English is not the applicant's first language they will need to have an IELTS score of 6.0 or above, or evidence of English proficiency equivalent to these scores;
4. Students may apply for accreditation of prior learning (APL) subject to the guidelines set out in the UWBS APL Handbook. APL includes accreditation of prior certificated learning and /or accreditation of prior experiential learning.
5. Students will need to be working in the health or social care context or have access to a placement, to comply with the requirements of some assessments within the regime.

Distinctive Features of the Course:

This course aims to meet development needs in the health and social care sectors, which are undergoing significant transformation and change. The course focuses on critical leadership skills and qualities and provides opportunity for greater understanding of both sectors, mirroring the increased harmonisation and partnered working models in the NHS and social care contexts.

You will leave the programme not just with a range of skills, but with confidence to lead within the complexity of the health and social care environment.

The programme is delivered by specialists from two Schools within the University, UWBS and FEHW, who are involved in significant advisory roles and research within health and social care locally, regionally and nationally, and who participate in national communities of practice, developing and sharing expertise across the UK.

Educational Aims of the Course:

The MSc in Health Care Leadership is a vocationally focused academic programme intended to prepare professionals from the health sector, related professions and from social care, to become effective leaders and better managers in the workplace and to improve existing skills and knowledge. Upon completion of the MSc Health Care Leadership, you will have achieved an understanding of perspectives on leadership, leadership theories and practice, how these apply in the sectors of both health and social care during transition and change, how to appraise the micro and macro environments of the health and social care sectors and how to lead and manage complexity. Additionally you will have learned how to improve performance through reflective practice. This will be achieved via a range of teaching and learning methods, delivered within a contextually relevant but academically challenging programme of study.

The programme will offer the opportunity to engage with key theory, but also to understand the specific contextual relevance in the NHS and social care, through delivery by specialists from both the Business School and also the School of Health and Wellbeing.

Intakes:

September
January

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 |
|--------|--------|-----------|----------|
| 2020/1 | H | Part Time | £3825.00 |

PSRB:

None

Course Structure:

January (Part-time Block Release)

Year 2

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 7HW019 | Health Protection and Health Improvement | 20 | IN YR | Core |
| 7HW011 | Assessing the Health Needs of Populations | 20 | IN YR | Core |
| 7HR008 | Perspectives on Leadership | 20 | IN YR | Core |

September (Part-time Block Release)

Year 2

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 7HW019 | Health Protection and Health Improvement | 20 | IN YR | Core |
| 7HR006 | Leading Transformation and Change | 20 | IN YR | Core |
| 7HW011 | Assessing the Health Needs of Populations | 20 | IN YR | Core |

October (Part-time Block Release)

Year 2

| Module | Title | Credits | Period | Type |
|--------|---|---------|--------|------|
| 7HW019 | Health Protection and Health Improvement | 20 | IN YR | Core |
| 7HR006 | Leading Transformation and Change | 20 | IN YR | Core |
| 7HW011 | Assessing the Health Needs of Populations | 20 | IN YR | 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

Academic Regulations Exemption:

None.

Reference Points:

[Subject Benchmarks – Postgraduate Masters:](#)

Masters awards in Business & Management

[Framework for Higher Education Qualifications \(FHEQ\)](#)

[CMI Professional Standards](#)

Equality Act (2010).

Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCLO1)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline. 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGCert Course Learning Outcome 2 (PGCCLO2)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGCert Course Learning Outcome 3 (PGCCLO3)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGCert Course Learning Outcome 4 (PGCCLO4)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGCert Course Learning Outcome 6 (PGCCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: 1. to evaluate critically current research and advanced scholarship in the discipline 2. to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PGDip Course Learning Outcome 2 (PGDCL02)

Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PGDip Course Learning Outcome 3 (PGDCL03)

Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

PGDip Course Learning Outcome 4 (PGDCL04)

Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

PGDip Course Learning Outcome 5 (PGDCL05)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

PGDip Course Learning Outcome 6 (PGDCL06)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

Masters Course Learning Outcome 1 (MACLO1)

Critically apply knowledge, understanding and skills appropriate to a professional leadership role, within the health, health-related or social care sectors

Masters Course Learning Outcome 2 (MACLO2)

Critically debate the key concepts and theoretical positions that have been developed, or are developing, within leadership and professional development

Masters Course Learning Outcome 3 (MACLO3)

Reflect on the academic and practical application of leadership theories and practices in the health and social care context

Masters Course Learning Outcome 4 (MACLO4)

Analyse theory and context, delivering findings through effective presentation media, to become a confident, digitally literate and innovative health or social care leader

Masters Course Learning Outcome 5 (MACLO5)

Critically appraise professional standards within the health and social care sectors and recognise obligations to stakeholders, the profession and society

Masters Course Learning Outcome 6 (MACLO6)

Synthesise relevant critical thinking through academic research completing an independent research project/dissertation at masters level.

Overview of Assessment:

| Module | Title | Course Learning Outcomes |
|--------|---|--|
| 7HR006 | Leading Transformation and Change | MACLO3, MACLO4, PGDCLO6 |
| 7HR008 | Perspectives on Leadership | MACLO2, PGCCLO1, PGCCLO2, PGDCLO1, PGDCLO2 |
| 7HR010 | The Reflective Practitioner | MACLO4, PGCCLO4, PGCCLO5, PGDCLO4, PGDCLO5 |
| 7HR014 | People Development in Health Care | MACLO1, MACLO3, PGCCLO1, PGCCLO3, PGCCLO6, PGDCLO1, PGDCLO3, PGDCLO6 |
| 7HW011 | Assessing the Health Needs of Populations | MACLO1, MACLO3, MACLO5, PGDCLO1, PGDCLO4 |
| 7HW019 | Health Protection and Health Improvement | MACLO1, MACLO2, MACLO4, MACLO5, PGDCLO2, PGDCLO5 |
| 7MG001 | Independent Business Analysis Project | MACLO6 |

Teaching, Learning and Assessment:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments. Flexible and interactive e-learning opportunities will be a feature of learning. Personal reflection and collaborative learning will be vital components of this course and students will be expected to participate fully.

Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course may make use of case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources, including academic journals. Students will work autonomously as well as interactively within group exercises. In order to progress and show knowledge and skill at Master's level requires a significant amount of self directed as well as lecturer directed reading and this forms a significant part of this course.

Both formative and summative assessment tasks will enhance opportunities for learning.

Where appropriate visiting speakers, external visits and real-time (as opposed to text book) case based activities will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

In providing flexible and interactive e-learning opportunities to meet student needs, e-learning components will be designed to form an integral feature of the learning, teaching and support. VLE provides a platform for doing this and will be the primary focus of the online supported learning dimension of the module. In addition to making use of the online databases and other software resources available through the Learning Centre and ITS, students will be encouraged to consider the potential benefits of using VLE as a practical aid to research activity and career planning.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.

The Special Needs Tutor (SNT) liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The SNT also monitors requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The SNT takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Employability in the Curriculum:

This programme has been designed specifically to provide relevant knowledge and skills for those acting in a leadership role in the health and social care sectors. Past students have successfully applied their learning in their clinical or social care roles, effecting organisational improvement and have contributed to research in health care leadership, becoming knowledgeable, skilled, innovative and effective leaders.



THE UNIVERSITY OF OPPORTUNITY