



Wolverhampton Business School

MSc Health Care Leadership

Course Guide

2020-21
January



About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you're not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the evision help desk, by phone or in person or by e-mail:

| | | | |
|---|---|----------------------------------|----------------------------------|
| Faculty of Social Sciences | The Lord Paul Swraj Building MU 202 | (01902) 321789 (01902) 321515 | FoSS@wlv.ac.uk |
| Help and Advice is also available from Student Support & Wellbeing... | Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment. | (01902) 321074 (01902) 321070 | ssw@wlv.ac.uk money@wlv.ac.uk |

Welcome from the Course Leader

On behalf of the teaching and support teams from MSc Health Care Leadership course, I would like to extend to you a very warm welcome to the University of Wolverhampton, and in particular your campus.

My name is Elaine Kirkham and I am the course leader for your MSc Health Care Leadership course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don't hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in

developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Elaine Kirkham

Course Management and Staff Involvement

Please note that an up-to-date staff list for your course is available within the Student Administration Portal (e:Vision) which includes your Course Leader, Head of Department as well academic staff involved with module delivery.

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.

What makes this programme distinctive?

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.

Course Structure

January (Part-time Block Release)

Year 1

| Module | Title | Credits | Period | Type |
|--------|---------------------------------------|---------|--------|------|
| 7HR014 | People Development in Health Care | 20 | SEM2 | Core |
| 7HR010 | The Reflective Practitioner | 20 | SEM2 | Core |
| 7MG001 | Independent Business Analysis Project | 60 | CRYRA | Core |
| 7HR006 | Leading Transformation and Change | 20 | SEM1 | Core |

January (Part-time Block Release)

Year 2

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

Course Learning Outcomes

| Learning Outcome | Contributing Modules |
|--|---|
| PGCert Course Learning Outcome 1 (PGCCL01) 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. | 7HR008 Perspectives on Leadership 7HR014 People Development in Health Care |
| PGCert Course Learning Outcome 2 (PGCCL02) Demonstrate a comprehensive understanding of | 7HR008 Perspectives on Leadership |

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 (PGCCL03) 7HR014 People Development in Health Care

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 (PGCCL04) 7HR010 The Reflective Practitioner

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) 7HR010 The Reflective Practitioner

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) 7HR014 People Development in Health Care

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) 7HR008 Perspectives on Leadership
7HR014 People Development in Health Care
7HW011 Assessing the Health Needs of Populations

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) 7HR008 Perspectives on Leadership
7HW019 Health Protection and Health Improvement

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) 7HR014 People Development in Health Care

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) 7HR010 The Reflective Practitioner
7HW011 Assessing the Health Needs of Populations

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 (PGDCLO5)

7HR010 The Reflective Practitioner
7HW019 Health Protection and Health Improvement

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 (PGDCLO6)

7HR006 Leading Transformation and Change
7HR014 People Development in Health Care

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)

7HR014 People Development in Health Care
7HW011 Assessing the Health Needs of Populations
7HW019 Health Protection and Health Improvement

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)

7HR008 Perspectives on Leadership
7HW019 Health Protection and Health Improvement

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)

7HR006 Leading Transformation and Change
7HR014 People Development in Health Care
7HW011 Assessing the Health Needs of Populations

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)

7HR006 Leading Transformation and Change
7HR010 The Reflective Practitioner
7HW019 Health Protection and Health Improvement

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)

7HW011 Assessing the Health Needs of Populations
7HW019 Health Protection and Health Improvement

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)

7MG001 Independent Business Analysis Project

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

None

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.

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.

Reference Points

[Subject Benchmarks – Postgraduate Masters:](#)

Masters awards in Business & Management

Academic Regulations Exemptions

None.

Support with your studies

University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- Academic skills support via the Skills for Learning programme
- Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Leave of Absence:

The University allows breaks in learning of up to two years and there is a process for applying for a leave of absence, which can be accessed through your e:Vision account. Initially you will need to apply for the leave of absence, which could be for medical, parental or personal reasons. A short-term absence, such as annual leave, must not be recorded as a break. The course leader will consider, and where appropriate agree, the leave of absence application. A return date will be identified and agreed for a suitable point in the programme. Additional course fees may be incurred as a result of a leave of absence and you are advised to discuss this with the Faculty Student Services team prior to application.

Course Specific 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 proactive role in monitoring the welfare and academic progress of disabled students within the school.

Contact Hours

In higher education, the term 'contact hours' is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

50 Day Engagement:

You will be withdrawn from the University if you fail to engage with the academic requirements of your course of study, within 50 days of the course start date, following repeated and reasonable attempts by the University to contact you.

Course Specific Health and Safety Issues

No specific health and safety issues have been recorded for this provision, but should this change your Course Leader will make you aware of this and provide relevant guidance as appropriate.

Course Fact File

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|-------------------------------------|---|-------------------------|---------|
| Hierarchy of Awards: | Master of Science Healthcare Leadership Postgraduate Diploma Healthcare Leadership Postgraduate Certificate Leadership University Statement of Credit University Statement of Credit | | |
| Course Codes: | BE001P36UV | Part-time Block Release | 2 Years |
| Awarding Body / Institution: | University of Wolverhampton | | |
| School / Institute: | Wolverhampton Business School | | |
| Category of Partnership: | Not delivered in partnership | | |
| Location of Delivery: | University of Wolverhampton | | |
| Teaching Institution: | University of Wolverhampton | | |



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