Programme specification for MSc Healthcare Management and Leadership

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This document applies to Academic Year 2023/24 onwards

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Table 1 Programme Specification for MSc Healthcare Management and Leadership

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester and Hong Kong Management Association
3.	Programme accredited by	N/A
4.	Final award or awards	MSc, PG Dip, PG Cert
5.	Programme title	Healthcare Management and Leadership
6.	Pathways available	NA
7.	Mode and/or site of delivery	Block teaching and lectures using blended learning across semesters at University of Worcester and Hong Kong Management Association
8.	Mode of attendance and duration	Full Time – 12 months and Part Time up to 6 years
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	MHML4001, MHML4002 and MHML4003 have been guided by [NHS (2011) Clinical Leadership Competency Framework](#) MHLM4004001 and MHML4003 have been guided by [NHS Leadership Academy (2013) Healthcare Leadership Model](#)
11.	Date of Programme Specification preparation/ revision	May 2019 August 2019 AQU amendments to Section 19 August 2020 QAA Benchmark statement links updated July 2021 Block delivery updates for University of Worcester Update re MHML4002 online only delivery for 2021-22 August 2021 – AQU amendments August 2022 – AQU amendments July 2023 – annual updates July 2023 – award map updates (module title changes to MHML4002 and 4003), excluded combination update and update to contact time wording.

12. Educational aims of the programme

The MSc Healthcare Management and Leadership provides a developmental route for health care professionals who have, or aspire to, a management/leadership role in healthor social care. It offers practitioners with a degree or relevant experience a route to accesspostgraduate education.

It is a distinct programme in that it offers learning opportunities delivered by experts fromWorcester Business School and healthcare staff from Schools across Health, Life and Environmental Sciences bringing together key theories of

leadership and management with the specific relevance to health systems and social care.

The programme will facilitate managers and leaders to work effectively within the complexand rapidly evolving healthcare environment. It will prepare and develop practitioners in the role and responsibilities of collaborating in an effective team, managing and leading ateam as well as being proactive in-service innovation and improvements influencing the transformation of care services, staff and organisation performance and commissioning.

The programme encompasses enhanced practice as well as providing developmental routes for practitioners and non-practitioners who work in health care practice, or intend to move into, management and/or leadership roles.

The programme aims to provide:

- an environment in which students gain the confidence to meet current and shapefuture health and social care provision.
- modules which develop critical reflection, originality, critique and synthesis to advancedecision making skills in complex healthcare settings.
- opportunities for the student to challenge their own values and attitudes and develop new ways of thinking in a supportive environment in relation to service design, implementation of change, patient safety and risk management.
- opportunities to examine contemporary policy, practice, leadership and managementtheories and how to apply them to real world situations.
- opportunities to explore the principles, approaches, strategies and techniques for analysing, designing and managing complex healthcare organisations.
- essential knowledge to manage the integration of people, systems and technologies that ensure the delivery of consistent high quality, person centric care.
- opportunities for the student to develop career progression as managers and leaders within healthcare.

13.   **Intended learning outcomes and learning, teaching and assessment methods**

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding			

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Demonstrate comprehensive understanding ofexisting theories and concepts involving change and ability to apply these to new problems and scenariosin health service delivery.	MHML4001 MHML4002	PG Cert, PG Dip, MSc
2.	Demonstrate a high level of critical appraisal of differing perspectives on management and leadership, management and leadership theories andpractice and how to apply these to health and social care during transition and change.	MHML4001 MHML4003	PG Cert, PG Dip, MSc

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
3	Critically evaluate research and enquiry methodologies to develop understanding of ways to respond to new challenges and uncertainties that canaffect complex organisations.	All modules	PG Cert PG Dip, MSc
4.	Critically analyse theory and context, delivering findings through effective presentation media, to become a confident digitally literate and innovative health and social care leaders.	BUSM4231 MHML4002	PG Dip, MSc
5.	Synthesize relevant critical thinking through an independent original research project using theory and techniques from health and social care.	MHML4006	MSc

Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
6	Apply a systematic understanding of the diverse concepts guiding change management in leadership situations within a healthcare setting.	MHML4001 MHML4002	PG Cert, PG Dip, MSc
7	Use judgement and advanced decision-making skills with autonomy, professionalism and critical self-reflection in complex and unpredictable contexts.	BUSM4230 BUSM4231	PG Cert, PG Dip, MSc
8	Synthesize evidence-based appreciation to the application of healthcare informatics.	BUSM4231 MHML4002	PG Dip, MSc
9	Communicate complex ideas verbally and in writing, with a high level of fluency and scholarly expertise.	MHML4006	MSc
10	Synthesize strategic discourse with operational structures thereby forming strong links between theory and practice.	MHML4002 MHML4003	PG Cert, PG Dip, MSc

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
11.	Demonstrate self-awareness as leaders and managers of change.	MHML4003 MHML4006	PG Cert, PG Dip, MSc

Transferable/key skills			
12.	Demonstrate effective leadership skills as managers of change in complex and changing organisations.	MHML4001 MHML4002	PG Cert, PG Dip, MSc
13	Work independently, making decisions in complex situations, with self-direction and self-management to achieve their own personal and professional goals.	MHML4006	MSc

Learning, teaching and assessment

The programme engages a student-centred approach to teaching and learning that utilises a positive approach to healthcare management and leadership practice and builds on the student's strengths. It uses a blended learning approach with the majority of modules being delivered by a blend of face to face and online sessions. There is an emphasis on self-directed autonomous learning with students applying learning outcomes and content to their own practice which is evidenced through a variety of module assessments.

Where didactic teaching approaches, such as lectures, are used they will be interspersed with discussion, debates and analysis of cases, policies and examples from the health and social care sector from other disciplines and professionals. Blended learning approaches will include the use of Blackboard Collaborate, online discussion forums and flipped classrooms.

Teaching

Students are taught through a combination of interactive workshops, lectures, practical activities, seminars, blended learning, online activities, enquiry-based learning, self-directed and independent learning.

Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures and are focused on developing subject specific skills and applied individual and group project work. Tutorials are a key aspect of the learning strategy with student being encouraged to share their assessment plans with tutors and peers, allowing structured questions and feedback. Tutorials can be face-to-face or utilise technologies such as Skype or MS Teams.

In addition, post graduate students will have a minimum of two meetings with their Personal Academic Tutor times to coincide with key points such as induction or assessment. When undertaking the dissertation module, a supervisor will also be allocated for additional support in the last semester.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

The programme comprises 6 mandatory taught modules with teaching and learning activities running across two semesters. In the UK, these modules are block taught. A 15-credit module is taught in 2 x 2-day blocks; a 30-credit module is taught in 4 x 2-day blocks. Blended learning, employing on campus and online teaching will

underpin the delivery of all modules. There will be some variation in the percentages of on campus and online delivery across the modules. Full details will be provided in module outlines. However, students should expect some on campus delivery in all modules, whilst tutorials and supervision will normally be provided online. In Hong Kong teaching hours will be structured around a two-day block weekend basis and delivered as a full-time programme only. This includes two 6-hour days (Saturday and Sunday). These weekends will occur twice per semester.

Full time students (starting in September) complete all 6 taught modules across two semesters, plus the dissertation within a third semester. Part time students select which modules and how many they want to complete in each year, with their dissertation in the final year. It is expected that a full-time student will be spending 37 hours per week engaged in study which will, in a normal week, include a combination of taught sessions and independent study.

For UK and Hong Kong students, in the final semester when students will normally be undertaking the dissertation, they will have less classroom contact time in order to do more independent study. Individual supervision will be provided on a one to one basis of a total of 6 hours. Students will also have the choice between 2 negotiated learning modules with most of the learning within these modules being self-directed supported by tutorials. Opportunities to meet with students and tutors will be timetabled across the semester.

Independent self-study
In addition to the contact time, full time students are expected to undertake around 24 hours of personal self-study per week. Part time students are expected to undertake around 6 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes staff from Schools across Health, Life and Environmental Sciences and may include staff from Worcester Business School on both sites.

Students studying in Hong Kong learning, teaching, assessment, tutorial support, preparation, marking and moderation will be shared on a 50:50 ratio across the course from University of Worcester and HKMA staff. All the HKMA staff will be Registered Lecturers with University of Worcester.

Each module will have a designated module leader from both UW and HKMA to offer support and input into the module.

Teaching is informed by research and consultancy, and as at January 2018, 75% per cent of UW course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment
The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments both within the UK and

Hong Kong. Each module, on both sites, has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include a range of coursework assignments such as essays, reports, project plan, presentations, and a dissertation. The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern, for a full-time student on both sites, for each year of the course is:

Semester 1
1 research proposal
1 critique
personal development plan 1 reflective essay
essays

Semester 2
1 report-based case study 1 essay
1 individual or group presentation 1 peer assessment
1 reflective report

Semester 3
Dissertation

The precise assessment requirements for part time students will vary according to the modules selected.

All assignments, from both UK and HKMA, will be marked, moderated and follow the sameprocess and module assessment. They will all be presented at the same exam board regardless of the location of the course delivery.

14. Assessment strategy

Throughout, the assessments are based on 4 key principles:

- *Adaptability:* all the assessment items are inclusive and allow the student to match their interests, their learning needs and discipline.
- *Utility:* Students are encouraged to use topics which will enable them to explore issues and questions from their own area of practice with a view to innovating and enhancing healthcare provision.
- *Learning:* The assessments are seen as powerful opportunities for personal, focused learning and developing self-management and self-direction; they are a central aspect of the learning process.
- *Practice focused:* Many students are focused on the student's area of practice in their roles as managers and leaders within healthcare.
  Students are able to critically reflect on cases from their practice and utilise practice situations as a context or contribution for any of their assignments.

Please see course handbook for a grid showing assessment methods and weightings mapped to modules and an assessment calendar of submission.

15. Programme structures and requirements

Table 6 award map for each level of the course

			Status Mandatory (M) or Optional (O)		
Module Code	**Module Title**	**Credits (Number)**	**PG Cert**	**PG Dip**	**MA/MSc/ MBA**

MPSY4184	Advanced Research Analysis 2	15	O	M	M
MHML4001	Leading and Managing People	15	M	M	M
MHML4002	Leading and Managing Quality Improvement	30	O	M	M
MHML4003	Challenging and Enhancing Services	15	M	M	M
BUSM4230	Operations Strategy-Delivering Business Efficiency	15	M	M	M
BUSM4231	Finance for Non-Financial Managers-Understanding the Numbers	15	O	M	M
MHML4004	Individual Negotiated Learning	15	O	O	O
MHML4005*	Group Negotiated Learning	15	O	O	O
MHML4006	Dissertation	60	-	-	M
Total Credits		180			

PG Certificate

To be awarded the PG Cert Healthcare Management and Leadership students must successfullycomplete 60 credits at Level 7.
This must include: Leading and Managing People (MHML4001), Challenging and Enhancing Services (MHML4003) and Leading and Operations Strategy- Delivering Business Efficiency (BUSM4230).

PG Diploma

To be awarded the PG Dip Healthcare Management and Leadership students must successfully complete the PG Certificate.
Plus: Advanced Research Analysis 2 (MPSY4184), Leading and Managing Quality Improvement (MHML4002), and Finance for Non-Financial Managers – Understanding the Numbers (BUSM4231) and optional modules to a total minimum of 120 credits at Level 7.

Masters (MSc)

To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60credits from the Dissertation.

* Excluded combination: MHML4005 cannot be included if taking MHML4004.

Please see the course handbook for a detailed schedule for the course showing how modules are delivered over the academic year for each site and any detailed information about full and part-time.

16. **QAA and professional academic standards and quality**

This award is located at Level 7 of the OfS sector recognised standards.and the following sources have been used throughout the programme;

1. QAA (2020) Master Degree Characteristics (all modules)
2. QAA (2014) Quality Code for HE: The Frameworks for Higher Education of UK DegreeAwarding Bodies (all modules)
3. MHML4001, MHML4002 and MHML4003 have been guided by NHS (2011) ClinicalLeadership Competency Framework
4. MHLM4004001 and MHML4003 have been guided by NHS Leadership Academy (2013)Healthcare Leadership Model

17. **Support for students**

Induction

Prior to commencing the course, students in the UK are invited to attend an induction daythat will familiarise them with the University, the School and the course. They can meet representatives from Student Services, Registry Services,

Library Services and ICT and hear more about their services as well as meeting the programme team.

A similar induction programme will be offered in Hong Kong at the start of the programmeand include HKMA support staff representatives.

During the application process all students are advised that they are welcome to visit theprogramme leader where possible to discuss the course or contact them via email or skypeif not able to attend the University.
There is extensive programme information on Webpages, in module flyers and within the programme handbook.

Personal Academic Tutors:
Personal Academic Tutors provide an exceptional level of individual academic support and encouragement to students. All students are allocated a personal academic tutor forthe duration of the course and are encouraged to meet with them at least four times in thefirst year to discuss; feedback on assignments, module choice and dissertation plans. Thissupport is personal and flexible and proactive; it is tailored to the particular needs of students who are known to the team over a long period of time. This is offeredvia face to face, email, phone or via skype.

Additional support:
There is a programme community website via Blackboard for all students on both sites which will provide ongoing support, information and a way of enabling students to interactwith each other.

Each module has a module outline/guide and related Blackboard page containingadditional module information and guidance.

Most modules have a visit from the ILS link librarian on the first day of the programmewithin the UK and support staff within HKMA.

All Dissertation students have a supervisor allocated from first contact and throughoutthe proposal writing and dissertation process.

All module leaders on both sites provide individual academic support through module assessment specific tutorials in addition to personal academic tutor support.

University based support is available from Student Services and the Disability and Dyslexia Service;

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

18.   **Admissions**

Admissions policy
The course aims to recruit students from a broad range of health and social care settingswho are involved in management and/or leadership roles at all levels throughout an organisation. Applications are through the University Registry department https://www.worcester.ac.uk/journey/postgraduate-applications.html

Entry requirements

EITHER
An honours degree at 2:2 level or above in a health-related subject or an honoursdegree at 2.2 level or above in business-related subject but, in such cases, working in a healthcare environment.

OR
- Qualifications and experience considered by the Programme Leader and/or admissions tutor to be equivalent to the above. All students applying via this route will be assessed and interviewed by the Programme Lead.
- Students whose first language is not English will be expected to have reached a sufficient standard on admission to the programme (e.g. usually IELTS 6.5, with aminimum of 5.5 in each element, or equivalent).
- International students must hold a qualification equivalent to a UK first or second-class honours degree
- UK students being sponsored by their employer must provide evidence of employer approval and payment agreement.

  When assessing a non-standard entrant's suitability for entry onto the programme candidates will need to demonstrate their potential to achieve the aims and outcomes of the programme. The candidate will also need to demonstrate that their experiences are equivalent to having achieved a 2.2 at undergraduate level. The following criteria may betaken into consideration:

- Evidence of successful academic study at level 6 or equivalent.
- Ability to write in a clear, coherent and critical manner
- Demonstrate awareness of the demands of studying at postgraduate level
- Demonstrate interest and motivation for successful study on the programme
- An interview with the candidate will be undertaken and a reference from an employer that details the applicant's experiences and current (or previous) role(s)will be required. The applicant may also be asked to undertake a critical written report for consideration.

See Admissions Policy for other acceptable qualifications.

Recognition of Prior Learning
Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found athttp://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
- All applications will be via the Admissions office.
- All application forms are viewed by course leader and/or admissions tutor.
- If students are invited for interview this will be either as face to face or via videoconferencing/skype.
- Students may attend for an information visit if they request one and will meet theProgramme Leader for informal discussion.
- Students who do not meet the entry criteria may be required to undertake a pieceof work to ascertain if the programme will be appropriate for them.

Admissions/selection criteria

- Students are offered a place when the programme leader confirms that that the applicant meets the entry criteria.

19.   Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework
Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
PG Cert Healthcare Management and Leadership	Passed a minimum of 60 credits at level 7, as specified on the award map. Must include: Leading and Managing People (MHML4001), Challenging and Enhancing Services (MHML4003) and Operations Strategy - Delivering Business Efficiency(BUSM4230)
PG Dip Healthcare Management and Leadership	Passed a minimum of 120 credits at level 7, as specified on the award map. Must include the PG Certificate plus Advanced Research Analysis 2 (MPSY4184), Leading and Managing Quality Improvement (MHML4002), Finance for Non- Financial Managers – Understanding the Numbers (BUSM4231)

Master of Science Healthcare Management and Leadership	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Classification of Masters
The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

20.   **Graduate destinations, employability and links with employers**

Graduate destinations
Almost all students are already in employment therefore their aim is to enhance their current role by introducing more effective ways of working within their employing organisations. Students may also use the skills and qualification as a platform for their career enhancement. This may involve moving into more strategic management and leadership roles within healthcare.

As part of the journey of professional and role development students are encouraged to continue on their academic journey through access to a range of higher degrees including PhD and other taught doctorates.

Student employability
The programme is practical in terms of its application to management and leadership roles within the complex and challenging healthcare settings. The programme is closely mapped to the needs of the student, employer and wider healthcare provision through the NHS (2011) Clinical Leadership Competency Framework and NHS Leadership Academy (2013) Healthcare Leadership Model. To that end, students exiting have specific, focused skills desirable to both local and national employers, including leading and managing staff, teams, offering support and challenging motivation, leading change and developing an evidence-based organisation. The skills and attributes developed throughout the programme provide the students with the confidence to apply these to their role and role trajectory.

Links with employers

The Programme Leader and Programme Team work closely with partners in health and social care providers to ensure the programme is current and meets international, national, and local policy drivers. The relationship between university and employer is a mature one that has developed over a number of years. Several of the senior managers within local healthcare services have undertaken either modules from, or the whole MSc Advancing Practice (Healthcare Management and Leadership) programme at the University of Worcester and as such have had a personal insight into the value and application of the programme to practice. These alumni students who have gone on to take on more management and leadership roles have been particularly supportive in the programme development. Employers are closely involved in course management initiatives, programme development and curriculum design through regular meetings with the course team as well as contributing to the annual review process and the periodic review of programme provision.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.