

Programme specification for MSc Healthcare Management and Leadership

This document applies to Academic Year 2025/26 onwards

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	Chartered Management Institute (CMI)
4.	Final award or awards	MSc with Chartered Management Institute's (CMI) L7 Diploma Strategic Management and Leadership PG Dip, PG Cert.
5.	Programme title	Healthcare Management and Leadership
6.	Pathways available	N/A
7.	Mode and/or site of delivery	University of Worcester: Block Teaching on Campus supported by synchronous and asynchronous learning. Hong Kong Management Association: Block teaching on campus and lectures using blended learning across semesters, supported by synchronous and asynchronous learning.
8.	Mode of attendance and duration	UW: Full Time – 12 months and Part Time up to 6 years HKMA: 18 months
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	MHML4101, MHML4102 and MHML4103 have been guided by <ul style="list-style-type: none"> • NHS Long Term Plan • Clinical leadership – a framework for action MHML4104 MHML4101 and MHML4103 have been guided by: <ul style="list-style-type: none"> • Leadership Qualities Framework • Leadership Qualities Framework - Guide for those in governance: the National Skills Academy, Dept. of Health (2016) • NHS Leadership Academy (2013) Healthcare Leadership Model • Developing Systems Leadership NHS 2017 The programme of study is aligned more generically to: QAA Subject Benchmark Statement:

		<ul style="list-style-type: none"> • Business and Management (including Master's) (2023) • Advance HE, Education for Sustainable Development Guidance (2021) • PBS: Chartered Management Institute Quality Assurance and Standards (2023) • CMI Quality Assurance Handbook - January 2023
11.	Date of Programme Specification preparation/ revision	Reapproved: September 2024

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 health or social care. It offers practitioners with a degree or relevant experience a route to access postgraduate education.

This is a distinct programme in that it offers learning opportunities delivered by experts from Worcester Business School and staff from the School of Allied Health and Community, bringing together key theories of leadership and management with specific relevance to health systems and social care.

The MSc programme is designed to support both current and aspiring managers and leaders in navigating the complex and rapidly evolving healthcare environment. It aims to prepare practitioners for the roles and responsibilities involved in collaborating within a multidisciplinary and integrated sector. Emphasis is placed on effectively managing and leading teams, as well as fostering proactive approaches to service innovation and improvement.

Graduates will be equipped to become future leaders and managers, capable of driving the transformation of care services, enhancing staff and organisational performance, and influencing change. The programme enhances opportunity for both practitioners and non-practitioners to advance their practice and develop their careers in healthcare management and leadership. The dual accreditation of this MSc programme with the Chartered Management Institute L7 Diploma of Strategic Management and Leadership, ensure the students graduate with unique career opportunities that accompany professional body recognition.

The programme aims to provide:

- A supportive, engaging learning environment that nurtures students' confidence to shape future health, social, and community care provision.
- Modules that develop critical reflection, originality, critique, and synthesis to advance decision-making skills in complex healthcare settings.
- A learning environment that offers the opportunity to critically challenge students' values and attitudes to develop new ways of thinking in relation to service design, implementation of change, patient safety, and risk management.

- Examination and exploration of contemporary policy, practice, leadership, and management theories and how to apply them to real-world situations.
- An inclusive platform to explore the principles, approaches, strategies, and techniques for analysing, designing, and managing complex essential health and social care organisations.
- Essential knowledge for managing the integration of people, systems, and technologies that ensure the delivery of consistent, high-quality health, social and care services.
- An appreciation of the complexities of the sector, the challenges that emerge and how they can pursue sustainable visions for the future through positive professional contribution and commitment to change.
- Development for students' career progression as managers and leaders within health and the wider social care sectors.
- Access to a comprehensive range of additional, complementary learning materials provided through registration with the CMI to support and further enhance the taught experience.

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 of existing theories and concepts involving change and ability to apply these to new problems and scenarios in health and social care service delivery.	MHML4103 MHML4102 BMGT 4202	PG Cert, PG Dip, MSc
2.	Critically appraise differing perspectives on management and leadership theories and practice and how to apply these within health and social care during transition and change.	MHML4101 MHML4102 MHML4103	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 can affect complex organisations.	All modules	PG Cert PG Dip, MSc

4.	Critically analyse theory and context, delivering findings through effective presentation media, to become confident, digitally literate and innovative health and social care leaders.	MHML4102 MHML 4105 BMGT4202	PG Dip, MSc
5.	Synthesise relevant critical thinking through an independent original research project applying credible theory and techniques.	MHML4106	MSc

Table 4 learning skills and capabilities related to employability outcomes for module code/s

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 health and social care settings.	MHML4103 MHML4102	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.	BMGT4219 MHML 4101 MHML 4105	PG Cert, PG Dip, MSc
8	Synthesise evidence-based appreciation to the application of health and social care informatics.	MHML4102 BMGT4202	PG Cert, PG Dip, MSc
9	Communicate complex ideas verbally, visually and in writing, with a high level of fluency and scholarly expertise.	BMGT4202 MHML4106	PG Dip, MSc
10	Synthesise strategic discourse with operational structures thereby forming strong links between theory and practice.	MHML4102 MHML4103 BMGT 4219	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.	Apply an advanced awareness of ethical and professional values and codes of conduct, to personal and strategic decisions, actions and responsibilities.	MHML4102 MHML4101 MHML4106	PG Cert, PG Dip, MSc
12.	Take responsibility for leading systematic and critical evaluation of own and others performance and development.	MHML4101 MHML4102 MHML4103	PG Cert, PG Dip, MSc
13	Work proactively with others to suggest and advocate appropriate solutions in unpredictably complex contexts.	MHML 4101 MHML4105	PG Dip MSc
14	Work independently, making decisions in complex situations, with self-direction and self-management	MHML4106 MHML 4101	PG Dip MSc

	to achieve their own personal and professional goals.		
15	Demonstrate the ability to set aspirational targets and integrate social, environmental, and economic considerations to develop a more sustainable service.	All Modules	PG Cert, PG Dip, MSc

Learning, teaching and assessment

The programme engages a student-centred approach to teaching and learning that utilises experience of health and social care management and leadership practice to build upon the student's strengths. As a campus-based programme, most modules are delivered using a combination 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, this will be complemented with a pedagogy that will facilitate interaction and active participation through discussion, debates and use of case studies, policies and examples from the wider health and social care sector. Blended learning approaches may include the use of Blackboard Collaborate, online discussion forums and flipped classrooms. A combination of synchronous and asynchronous activities will be used to facilitate active learning.

Teaching

Students are taught through a combination of interactive workshops, lectures, practical activities, seminars, 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 the subject specific skills and knowledge. Tutorials are a key aspect of the learning strategy with students being encouraged to share their assessment plans with tutors and peers, allowing structured questions and feedback. Tutorials can be face-to-face or utilise digital platforms.

In addition, post-graduate students will have a minimum of two meetings with their Personal Academic Tutor - timed to coincide with key points such as induction or assessment. All Dissertation students have a supervisor allocated to offer support and guidance throughout the proposal writing and independent research study process.

Core academic skills are reinforced during each module throughout the programme, within the Progress Weeks and Personal Academic Tutorials. This facilitates the academic development necessary to achieve at master's level study, at the most appropriate times, throughout the academic journey.

Students will be encouraged to engage with the digital resources, online webinars and online resource portal together with the Management Diagnostics platform for continued CPD provided by the CMI to supplement the MSc module delivery. This will provide theory to practice context relating to the field of management and leadership.

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. The holistic approach to teaching and learning that draws upon the range of academic and support systems within the university, help embed and facilitate the development of the post graduate attributes required of students as they progress to completion. Together with the course team, guest speakers and associate lecturer sessions, the learning experience created is vibrant, stimulating and collaborative in its approach.

Contact time

The programme comprises 7 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 typically taught in 2 x 2-day blocks; a 30-credit module is taught in 4 x 2-day blocks. This sequence may be offered using an alternative teaching pattern e.g. 1 x 2-day teaching block with 2 x single sessions over a 4-week period (15 credit module), similarly for the 30-credit module the teaching schedule may be modified. Additional academic skills development days will be timetabled throughout the academic year to further support student development at L7.

Blended learning, employing on-campus with online teaching or support 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 are provided in module specifications. However, students should expect on campus delivery in all modules, whilst tutorials and supervision will normally be provided online.

Full time students (starting in September) complete all 7 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.

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 term per 15 credit module, the course is delivered across 5 terms**; typically, 2 x 15 credit modules will be delivered per term with the 30-credit module being studied in term 4 and the final 60 credit dissertation module in term 5.

**N.B. Semester 1 at UW broadly equal to Term 1 and 2 in HKMA (Sep - Feb); Semester 2 for Term 3 and 4 (Mar - Aug).

For UK and Hong Kong students, in the final semester/term when students will normally be undertaking the dissertation, they will have less classroom contact time to engage with independent study. Individual supervision will be provided on a one-to-one basis of a total of 6 hours. 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, per module. 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.

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. University of Worcester learning support including study guides, and online resources above are accessible for HKMA students digitally.

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 Allied Health and Community plus staff from Worcester Business School, plus specialist Associate Lecturers.

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. If taught as a 50:50 module then teaching will be shared between UW and HKMA lecturers.

Teaching is informed by research and consultancy; UW course lecturers have a higher education teaching qualification or are Fellows of the Higher Education Academy. Likewise, HKMA lecturers hold a higher education teaching qualification.

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 Case study report
- 1 Personal development plan & critical reflection
- 1 Briefing Paper

Semester 2

- 1 Business report with Individual presentation
- 1 Individual or group presentation
- 1 Individual presentation (part 2 assessment)
- 1 Management 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 same standardised process for module assessment. They will all be presented at the same exam board in alignment with completion timelines.

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 health or social care 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 assessments are focused on the student's area of practice in their roles as managers and leaders within health or social care settings.
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

Module Code	Module Title	Status			
		Credits (Number)	PG Cert	PG Dip	MSc
MHML4104	Research for Health and Social Care Management	15	O	M	M
MHML4101	Developing Reflective Leadership and Management Practice	15	O	M	M
MHML4102	Leading and Managing Quality Improvement	30	M	M	M
MHML4103	Leading and Managing People: Frontline Approaches	15	M	M	M
BMGT4219	Fundamentals of Finance for Sustainable Business	15	O	M	M
BMGT4202	Digital Transformation and Data-Driven Decision Making	15	O	M	M
MHML4105	The Global Context of Health: Negotiated Learning	15	O	M	M

MHML4106	Dissertation	60	-	-	M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Healthcare Management and Leadership students must successfully complete 60 credits at Level 7 . This must include: Leading and Managing People: Frontline approaches (MHML4103) and Leading and Managing Quality improvement (MHML4102).					
PG Diploma					
To be awarded the PG Dip Healthcare Management and Leadership students must successfully complete the PG Certificate. Plus: All remaining modules excluding Dissertation (MHML4106), completing a total 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 60 credits from the Dissertation.					

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 Masters Degree Characteristics 2020](#)
2. [UK Quality Code for Higher Education 2024](#)
3. MHML4101, MHML4102 and MHML4103 have been guided by [NHS Long Term Plan Clinical leadership – a framework for action](#)
4. MHML4104 MHML4101 and MHML4103 have been guided by: [Leadership Qualities Framework](#) & [Leadership Qualities Framework - Guide for those in governance](#): the National Skills Academy, Dept. of Health (2016)
[NHS Leadership Academy \(2013\) Healthcare Leadership Model](#)
5. The programme of study is aligned more generically to:
QAA Subject Benchmark Statement:
 - [Business and Management \(including Master's\) \(2023\)](#)
 - [Advance HE, Education for Sustainable Development Guidance \(2021\)](#)

PBS: Chartered Management Institute (CMI) Quality Assurance and Standards (2023)

[CMI Quality Assurance Handbook - January 2023](#)

17. Support for students

Induction

Prior to commencing the course, students in the UK are invited to attend scheduled induction sessions that will familiarise them with the University, the School and the course. They will meet representatives from Student Services, Library Services and the Centre for Academic English and Skills, the International Experience team plus members of the

outgoing cohort of students, together with the programme lecturers. The sessions provide an immersive experience, offering the opportunity for students to engage with each other, as well as beginning their post graduate learning journey through a relaxed and more informal introduction into the university community.

A similar induction programme is offered to students in Hong Kong at the start of the programme with representatives from UW and HKMA staff.

There is extensive programme information on University and HKMA course specific webpages and within the programme handbook. The course lead is available to discuss or clarify any queries at this point, contact details are shared to provide a single point of reference should it be required.

Personal Academic Tutors:

[Personal Academic Tutors](#) : Provide individual support for the student that is tailored to suit their needs, the holistic approach is intended to provide stability and guidance at key points of transition. This approach is firmly grounded in building a sense of identity, belonging and resilience as learners through engagement and structured support. This is offered via face to face, email, phone or MS Teams as preferred.

Additional support:

There is a programme course page via Blackboard for all students which will provide ongoing support, information, and a way of enabling students to interact with each other. Each module has a module outline/guide and related Blackboard page containing additional module information and guidance.

Active engagement with UW academic librarians is promoted and encouraged through timetabled academic study support sessions; these include input from our Centre for Academic English and Skills team.

All Dissertation students have a supervisor allocated to offer support and guidance throughout the proposal writing and independent research study process.

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

CMI resources are available to all registered students offering access to webinars, professional networks and their online resource portal.

University based support is available from First Point 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/>

[Our Community - University Of Worcester](#)

18. Admissions

Admissions policy

The course aims to recruit students from a broad range of health and social care settings who are involved in management and/or leadership roles at all levels throughout an organisation.

University of Worcester applications: Through the University's Registry department:

<https://www.worcester.ac.uk/journey/postgraduate-applications.html>

HKMA applications: Direct application via HKMA website:
[MSc Healthcare Management and Leadership](#)

Entry requirements

EITHER

An honours degree at 2:2 level or above in a health-related subject or an honours degree 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 a minimum 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 be taken 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 at <http://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 video conferencing.

- Students may attend for an information visit if they request one and will meet the Programme Leader for informal discussion.
- Students who do not meet the entry criteria may be required to undertake a piece of 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.

CMI: Accreditation and Quality Assurance

- CMI is a specialist Awarding Body regulated by Ofqual (England).
- CMI quality assurance policies and procedures can be accessed here: [CMI Quality, Standards and Assurance](#)
- MSc Healthcare Management and Leadership students must successfully complete all module assessments to qualify for the CMI L7 Diploma as per mapping document.

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: 1. Leading and Managing People: Frontline Approaches (MHML4103) 2. Leading and Managing Quality Improvement (MHML4102) Plus, optional modules as specified in the award map.
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 remaining modules specified on award map: ** Not Dissertation MHML4106
Master of Science Healthcare Management and Leadership	Passed a minimum of 180 credits at level 7, as specified on the award map
CMI Diploma Strategic Management and Leadership Practice	Dually accredited course: no additional assessments required on achievement of the 180 credits MSc HML programme at Level 7.

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

Students undertaking the MSc are often seeking to underpin their current practice through pursuit of academic qualification and will go on to implement change as innovative leaders. Some are established junior managers or leaders within their organisation or are navigating the promotional route as a means of professional development and progression. The CMI dually accredited outcome will enable graduates to actively boost career opportunities through accessing networking events and mentoring connections.

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 or achieve chartered status through the CMI professional body.

Student employability

The programme is practical in terms of its application to management and leadership roles within the complex and challenging health social care settings. The programme is closely mapped to the needs of the student, employer and wider healthcare provision.

Students are offered the opportunity to engage in a 2-week shadowing activity based at local health and care sector providers enabling students to gain valuable insight into the role of junior and middle managers or leaders. These established partnerships will enable students to engage with and experience management and leadership working practices within the sector setting.

Graduates of the programme emerge with targeted, high demand skills that are sought after by both local and national employers. These skills encompass the ability to lead and manage staff effectively, develop cohesive teams, provide essential support, and motivate while challenging the status quo. Graduates are also adept at driving innovation and contributing to the development of evidence-based organisational change.

The skills and attributes developed throughout the programme and complimented through the CMI dual accreditation enhance the students' career opportunities and trajectories in an increasingly competitive market.

Additionally, this internationally recognised dually accredited qualification is highly regarded by employers and will assist in raising the profile and career opportunities of individuals on a global platform. Completing the CMI accredited programme puts the international and UK student on a pathway to becoming a Chartered Manager.

Links with employers

The Programme Leader and Programme Team work closely with 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. Alumni students who have progressed to more senior management and leadership roles have been particularly supportive in the programme development.

Employers across the Health and Social Care sector 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. Collaborative working

relationships between the H&W Integrated Care Services as well as establishing new links with social care providers locally have proved invaluable in the ongoing commitment to improving employment and learning opportunities. Similarly, stakeholder involvement has now been established in Hong Kong through links with private hospital provision and Chinese/Traditional medicine integrated health and public healthcare systems. This is also proving to be an essential element in maintaining and strengthening sector relevance for both our UW UK and HK based programmes. The continued links with employers has provided invaluable insight into the relationship between the MHML programme and future career or aspirational goals of those completing the course of study with us.

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.