Template C4

Kingston University London

Programme Specification

Title of Course: *MSc Leadership and Management in Health*

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Version number	3
Faculty	Faculty of Business and Social Sciences
School	Kingston Business School
Department	Department of Management
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1:   GENERAL INFORMATION

Award(s) and Title(s): *Up to 10 pathways*	MSc Leadership and Management in Health
Intermediate Awards(s) and Title(s): *There are 4 Intermediate awards for each pathway*	Pg Dip Leadership and Management in Health
Course Code *For each pathway and mode of delivery*	
UCAS code *For each pathway*	N/A

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Business School, Faculty of Business and Social Sciences, Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Part-time
Available as:	
Minimum period of registration:	Part-time - 1
Maximum period of registration:	Part-time - 4
Entry Requirements:	The minimum entry qualifications for the programme are normally: • A good honours degree from a UK university or an equivalent qualification from a recognised international higher education provider in a relevant discipline (normally, health and social sciences). Other qualifications that demonstrate a candidate possesses appropriate knowledge and skills at honours degree standard will be acceptable. OR • At least four years' experience in middle/senior management, including participation in appropriate training events. In addition to satisfying the entry requirements, candidates must be able to demonstrate their motivation and ability to work at postgraduate level. Students need

	to be well-prepared, self-disciplined and able to manage their time and workload effectively.
	International applicants whose first language is not English will normally be required to demonstrate evidence of satisfactory competence by holding IELTS with an overall score of 6.5 or equivalent. International students whose first language is not English may also be required to attend an English for Academic Purposes programme.
	Selection to the course will be through completion of application form and, usually, a face to face or telephone interview. For applicants from the GHA there may also be an interview panel in Gibraltar.
	The Kingston University procedures for the assessment of prior learning (APL) and prior experiential learning (APEL) will be applied. Advanced standing may be given on the basis of relevant educational or professional achievements.
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Specialist Masters Awards in Business and Management Type 1
Approved Variants:	This programme is approved to use 15-credit modules.
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only	
Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The specific aims of the Leadership and Management in Health programme vary according to the award being studied, but common aims among all awards are:
- To equip students with the knowledge and skills required to enable them to enter and/or continue at a more competent level in the professional practice of health management.
- To provide a critical understanding of the body of appropriate academic knowledge relevant to leadership and management and its application in practice.

The further aims for the PgCert are:
- To provide students with an understanding of the context of strategic health management and governance issues
- To develop their leadership competency and ability to manage change
- To understand the various concepts of quality in relation health services

The further aims for the PgDip are:
- To provide students with an understanding of the sources and uses for information in healthcare, and of the tools available for its capture and manipulation
- To impart an understanding of how money enters healthcare, how it is distributed and of mechanisms for assessing the value of and reasons for investment
- To inform students about evidence based marketing practice from the private sector having an application improve public service design and delivery

The further aims for the MSc are:
- To further extend the range of practical skills acquired
- To impart knowledge about the various research methods that are available to support original workplace projects
- To advise students of the ethical considerations that are required when gathering/using sensitive data or to implement change
- To provide an opportunity to research a specific area of leadership and management in health in depth by means of a Masters level dissertation.

B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Masters Awards in Business and Management; this award conforms to the type 1A model, and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas:

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the 'Sector Recognised Standards in England' (OFS 2022).

	Programme Learning Outcomes				
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A10	MSc level:Demonstrate knowledge and critical understanding of how to undertake independent research that contributes to the development of management practices based on evidence.	B3	Undertake critical self-reflection of the learning process and experience, and demonstrate how this reflection and learning can be utilised to enhance future performance.	C2	Identify and utilise appropriate research strategies, methods and sources of data and information in order to formulate, design, manage and execute a substantial research project, and present and communicate the research findings in an appropriate form
A9	PgDip and MSc levels:Demonstrate knowledge and critical understanding of how public and private sector finance and how to apply principles appropriately to cost management and budget control.	B2	Evaluate issues, problems and opportunities associated with the healthcare sector and how the various functions within healthcare commissioning and provision can work collaboratively to address these.	C1	Demonstrate skills of analysis and synthesis, and apply them to issues and decisions associated with the healthcare sector
A6	PgDip and MSc levels:Demonstrate knowledge and critical understanding of how evidence can be used to inform and evaluate practice of leadership and management in health.	B1	Analyse, interpret and healthcare activity, finance and associated data and information sources and demonstrate a critical awareness of the relevance and limitations of such analyses.	C3	Communicate effectively in written and oral forms in English in a business context.
A7	PgDip and MSc levels:Demonstrate knowledge and critical understanding of how information can be used to make well-informed decisions as a strategic manager.				
A5	PgDip and MSc levels:Demonstrate knowledge and critical understanding of models				

	and strategies to lead and manage change and innovation in service delivery.				
A4	All levels:Demonstrate knowledge and critical understanding of how service quality and performance is measured, monitored and achieved.				
A3	All levels:Demonstrate knowledge and critical understanding of the key factors influencing human behaviour in organisations at individual, group and organisational level.				
A1	All levels:Demonstrate knowledge and critical understanding of the changing contexts of health services requirements from different stakeholder perspectives.				
A8	PgDip and MSc levels:Demonstrate knowledge and critical understanding of how to apply marketing principles appropriately to public, private and voluntary sector organisations.				
A2	All levels:Demonstrate knowledge and critical understanding of the social, economic, political, ethical and technological developments which inform and influence health services strategy, policy, and practice.				

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:
1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The MSc programme consists of seven modules.
The minimum requirement for a Postgraduate Certificate is 60 credits, gained by completing year 1 of the programme, comprising one 30 credit points module and two 15 credit points modules.
The minimum requirement for a PgDip is 120 credits; this is gained by also completing the second year of the programme, comprising one 30 credit module and two 15 credit modules.
To complete the MSc programme, the student must also take the 60 credit Research Methods and Dissertation module in the second year. A student must complete 180 credits for a Masters degree.
All students will be provided with the University regulations. Full details of each module is provided in the module descriptors and student module handbooks.

MSc Leadership and Management in Health

Level 7							
MSc Leadership and Management in Health							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
HEALTH SERVICES MARKETING	BM7309	15	7	1			
Leading people and organizational change in healthcare	BH7302	30	7	1 and 2			
MANAGING HEALTH SERVICES FOR QUALITY	BO7304	15	7	2			
MANAGING INFORMATION IN HEALTH	BB7303	15	7	2			

Research Methods and Dissertation	BH7636	60	7	2 and 3			
STRATEGIC HEALTH MANAGEMENT AND GOVERNANCE IN CONTEXT	BH7314	15	7	1			
Optional Modules							

D. Principles of Teaching, Learning and Assessment

The learning process comprises the following: tutor-led learning through classroom contact time, tutor-directed independent study, and student-determined independent study. Tutor-led classroom sessions are used to facilitate the reinforcement of key concepts and principles to which students will have been introduced in directed preparatory reading in the associated study packs and/or text books provided. Various participative teaching methods are used in these sessions, such as case study discussions, role play exercises, computer laboratories, and group exercises with feedback presentations. This approach is promoted as the most appropriate way of encouraging understanding, analytical thinking and reflection on the underpinning theoretical frameworks, and their application to management practice, using the students' own experience of a range of organisational contexts. Tutor-directed or student-determined independent study associated with reading and research for coursework enables students to assimilate further the knowledge and reflect on its application. Library and website searches, substantial primary research undertaken within an organisation and informal study groups are used to facilitate this process. Students are encouraged to participate in the lectures and seminars held by the SWAN institutes and other activities provided by KU and the alliance partners.

The course supports the use of action learning sets to develop "communities of practice" within each cohort of students in order to provide for mutual support and encouragement, sharing of learning, and in recognition of the fact that learning is a social process, not simply or even predominantly an individual one.

The programme is supported by blended learning materials to maximise flexibility and access. The course team is experienced in the use of Canvas Learning Management System which is available to both tutors and students either whilst on the campus or from home or work. Advantages for students include access to course materials whenever and wherever they are; flexibility of study time; reduced need to attend classes (which can also be scheduled at more convenient times); ready access to tutors, and peers through email and bulletin-board facilities. For tutors, ICT provides a ready means for distributing course materials; communicating with students; responding to general enquiries in a format accessible to all students.

The programme also encourages Technology Enhanced Learning through the use of online resources and discussion forums as well as tutor facilitated online group learning.

To reflect the participative approach to achieving the teaching and learning outcomes, summative assessment of each module takes a variety of forms: individual and group exercises, computer-based tasks, case studies, and written reports. Throughout there is an emphasis on the application of skills and knowledge to work-based contexts and constraints. All students have the opportunity to explore the application of theory to practice through the major assessment vehicles for the award of the Postgraduate Diploma. Several of these require students to identify an organisation as the focus of their research. This will often be the students' own organisation, or it may involve visits to a different organisation to conduct primary research with key personnel in order to investigate the issues identified. Students

progressing to MSc may locate their research project within their own organisation or spend several weeks in a host organisation undertaking research for their dissertation.

The assessment strategy reflects the aims and learning outcomes of the programme. It is designed to assess the knowledge and skills essential to meet the overall requirements of a Masters degree, as well as the specific knowledge requirements of individual subject modules.

E. Support for Students and their Learning

Students are supported by:

- Module leader for each module
- A Course Director to help students understand the programme structure
- A Personal Tutor through the Course Director
- Technical support to advise students on IT and the use of software
- A designated programme administrator
- An induction session at the beginning of the programme
- Staff Student Consultative Committee
- BLASC (Business and Law Academic Skills Centre)
- Canvas – a versatile on-line interactive intranet and learning environment
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disabled student support
- The Students' Union
- Careers and Employability Service
- Guest speakers from other academic institutions, the professions.
- The Faculty runs a 'Strategy into Practice' lecture series which take place every Thursday and involve senior representatives from a range of companies attending the University to speak to students.

F. Ensuring and Enhancing the Quality of the Course

The programme will be subject to the Kingston University Quality Assurance procedures. Implementing and ensuring compliance with these procedures will be the responsibility of Faculty of Business and Social Sciences (see KU Quality assurance handbook).

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Boards of study with student representation
- Annual review and development
- Periodic review undertaken at the subject level
- Student evaluation
- Moderation policies
- Annual Executive Board meeting

G. Employability and work-based learning

This programme will prepare students to enter and progress careers at an appropriate level in all aspects of Health Management, across the public, private and not-for-profit sectors. Students will be prepared for continuous career progression and should be expected to achieve promotion or job change with enhanced responsibilities on successful completion of the programme.

It is also noted that new intake students often apply and enrol as a result of a personal recommendation of either current or previous students of the programme.

Work-based learning, including sandwich courses and higher or degree apprenticeships

The dissertation will require research within healthcare organisations.

H. Other sources of information that you may wish to consult

All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation).

Details about the programme will be provided in the course handbook, whereas full details of each module will be provided in module handbooks.

The Business and Management QAA Benchmark statement:

https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-business-and-management-15.pdf?sfvrsn=1997f681_16

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7					
		BH7636	BB7303	BM7309	BO7304	BH7302	BH7314
Knowledge & Understanding	A10	S					
	A9						
	A6	S					
	A7		S				

	A5					S	
	A4				S		
	A3					S	
	A1						S
	A8			S			
	A2						
Intellectual Skills	B3	S		S	S		
	B2	S					S
	B1	S					
Practical Skills	C2	S					
	C1	S		S			S
	C3	S	S	S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.