

Programme Specification

Course record information

Name and level of final award:	MSc Governing, Leading and Managing in Healthcare (Advanced Professional Practice). The MSc Governing, Leading and Managing in Healthcare (Advanced Professional Practice) is a <i>Masters</i> degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Postgraduate Diploma Postgraduate Certificate
Awarding body/institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Online/Westminster Business School
Language of delivery and assessment:	English
Course/programme leader:	Joy Tweed
Course URL:	westminster.ac.uk/courses/subjects/business-and-management/postgraduate-courses/january/part-time-day/governing-leading-and-managing-healthcare-msc
Mode and length of study:	Blended and work-based learning. Part-time only. Three years.
University of Westminster course code:	D09PPGMH
JACS code:	
UK PASS code:	P09PPGMH
QAA subject benchmarking group:	
Professional body accreditation:	N/A
Date of course validation/review:	April 2015
Date of programme specification:	April 2015

Admissions requirements

This course is primarily designed for individuals whose work context is appropriate to the sector and role but could also accommodate groups of employees coming from the same organisation.

Participants admitted to this course will normally have:

- A relevant undergraduate qualification or equivalent relevant professional qualification and have at least 2 years work-based experience in relevant employment.
- Or have relevant professional/work-based experience of at least 5 years, including 2 years in a role that involves leading and managing others in a relevant context.
- A relevant context is employment in the health and social care sector.
- For applicants who have not received their secondary education in the medium of English, a score of 6.5 in the British Council IELTS test (including a minimum score of 6.5 in the written component), or equivalent language assessment.
- A reference from their organisation showing support for their participation.
- The Professional Practice framework is designed to include accreditation of prior/concurrent certificated learning that has not already been included in a Higher Education degree award, and/or learning in the workplace and CPD (APL) relevant to a particular course and its thematic direction. Individual participants are invited to discuss the possibilities prior to admission. For groups supported by an organisation this will be discussed with the organisation as part of course negotiation.

Aims of the course

The overarching aim of this course framework is to develop capability in participants to work with the complexities within and between personal, professional and organisational ways of knowing and values. Within this, we will:

- Work with individuals and organisations to identify their learning needs and how the modules might meet these priorities, drawing on the resources of the workplace as a learning environment.*
- Explore and promote the uses of evidence in practice, and professional values as the basis of ethical and sustainable professional work.
- Explore the context and role of governance within healthcare settings, and apply this learning to a range of complex workplace situations using leading edge research and practice from the field.
- Explore the context of the provision of health and social care services and organisations, how they are managed and led and apply learning from both health and social care contexts.

* Note: It may be possible to modify the programme to meet specific organisational needs where there is a group of students from one organisation. However, such modifications need to be within the scope of the existing modules. If there are also individual students on these modules then their learning needs will also need to be considered to ensure they are not put at a disadvantage.

Employment and further study opportunities

Today's organisations need graduates with both good degrees and skills relevant to the workplace, i.e. employability skills. The University of Westminster is committed to developing employable graduates by ensuring that:

- Career development skills are embedded in all courses.
- Opportunities for part-time work, placements and work-related learning activities are widely available to students.
- Staff continue to widen and strengthen the University's links with employers in all sectors, involving them in curriculum design and encouraging their participation in other aspects of the University's career education and guidance provision.
- Staff are provided with up-to-date data on labour market trends and employers' requirements, which will inform the service delivered to students.

Learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These threshold statements of achievement are linked to the knowledge, understanding and skills that a student will have gained on successfully completing a course.

At the completion of your studies, and in the context of the MSc Governing, Leading and Managing in Healthcare you will be able to:

1. Critically evaluate your own performance, identifying personal and organisational values, and plan learning to meet your development needs and interests in relation to your role within your organisation/profession and its strategic aims and objectives.
2. Analyse existing practice and strategies, with judgement informed by relevant research and critique, professional values and reflection.
3. Work effectively in a team as a leader and/or a member, demonstrating ability to bring out others' strengths and negotiate contributions, avoiding or resolving potential conflict.
4. Reflectively evaluate ethical dimensions of practice including concern for the ways in which activity and innovations (are likely to) impact on current and/or future environments and communities.
4. Disseminate learning and enhance practice (which may be your own, or at the team or organisational level).
5. Plan, implement and/or evaluate advances in individual and organisational learning, and practice enhancement, through work-based research and critical reflection.

Knowledge and understanding in relation to MSc Governing, Leading and Managing in Healthcare

- a) Demonstrate a deep and systematic understanding of a specific field of study and its interrelationship with other relevant knowledge(s).

- b) Demonstrate an understanding of current theoretical and methodological approaches, and how these affect the way the knowledge base is interpreted.

Specific intellectual Skills in relation to MSc Governing, Leading and Managing in Healthcare

- a) Design and undertake substantial investigations to address significant areas of theory and/or practice.
- b) Flexibly and creatively apply knowledge in unfamiliar contexts, synthesises ideas or information in innovative ways, and generates transformative solutions.
- c) Undertake analysis of complex, incomplete or contradictory evidence/situations, coming to a judgement of significance.
- d) Recognise and argue for and/or evaluates alternative approaches.
- e) Critically reflect on own skills and professional development particularly in relation to effective practices within the workplace.
- f) Engage with contemporary policy, regulatory frameworks, legislation etc, as relevant to the practice context.

Key transferable practice skills in relation to MSc Governing, Leading and Managing in Healthcare

- a) Identify, evaluate and maintain capabilities and qualities to support effective communication in a range of complex and specialised contexts.
- b) Incorporate a critical ethical dimension to their practice, working to shared values, and working proactively with others to resolve ethical dilemmas and formulate solutions.
- c) Autonomously implement and evaluate improvements to performance drawing on innovation and/or sectorial best practice and with commitment to alleviation of negative impacts on other communities and environments
- d) Develop effective learning strategies to enable self-directed continuing professional development.
- e) Use personal reflection to analyse self and own actions, and to make connections between known and less-known areas, to allow for change.
- f) Work effectively with multiple teams as a leader or a member. Clarify tasks and make appropriate use of the capabilities of team members, intervening to resolve likely conflict before it arises.

Learning, teaching and assessment methods

Learning

The aims and outcomes of the programme relate to using the workplace as a site for learning and application to enhance practice. Any workplace brings forward complex, multidimensional problems for which there is unlikely to be a simple solution that can be implemented by one person. These sorts of problems are at the essence of Masters level learning, and so this course is designed to use the workplace as the focus for needs analysis and individual programme planning. Self-directed learning and learner autonomy are central approaches, supported by critical reflection and work-based or integrated learning. This learning strategy is introduced at the beginning of the course, where you will undertake a series of tasks to identify your learning plan for the rest of the course. Where a cohort of participants from one organisation takes the course together the organisation may also be involved in

identifying organisational learning needs, and therefore contribute to the learning plan.

The workplace project module is an opportunity for you to identify a learning focus that includes planning, researching and implementing a project related to your work and role development. It is anticipated that you will work on a range of self-determined practice-led and theory-informed projects as identified in your needs analysis.

Some attendance at the university will be required, but you will complete much of your learning hours in the workplace or in your own time through supported online learning and research. In any case, you will be expected to read relevant texts (journals, books, reports – online and paper-based) and to prepare in advance for seminars and discussions, which may be face-to-face or online. Collaboration and team working are encouraged to develop critical thinking around issues and theories.

Teaching

Teaching strategies may include:

- Introductory workshops, practical sessions, critical review of knowledge related to chosen topics or themes, and core lectures
- Online resource based learning through directed and verifiable study
- Direct contact and teaching, by tutors/supervisors
- Contact on a regular basis with your university-based tutor/supervisor through face-to-face and/or e-mail and/or asynchronous discussion and/or other electronic means
- Action learning sets – or modifications there-of
- Use of diagnostic tools
- Short courses, conferences, other training and learning events relevant to your needs and negotiated as part of our programme
- Self-managed inquiry research and journal records

Assessment

A range of assessment formats are used to ensure the most appropriate fit for the specific learning outcomes being assessed. Assessment strategies may include:

- Essays, reports, dissertations, portfolio, reflections, presentations as relevant to the module and the work-place
- Negotiation of assessment artefacts according to the needs of the work-place and the professional development of the individual
- Evaluative accounts informed by work documents and practice records

Course structure

This section shows the core and option modules available as part of the course and their credit value. The course is only available as part-time study with participants taking 60 credits in one year.

Credit Level 7 Postgraduate Certificate Governing, Leading and Managing in Healthcare (Advance Professional Practice) 60 credits of which 20 may be AP(C/E)L				
Module code	Module title	Status	UK credit	ECTS
BAPP700	Individual and professional development (IPD)	core	20	10
3IPL7B2	Clinical Governance & Quality Framework	core	20	10

3APD7B7	Integrated Governance in Healthcare	core	20	10
PG Dip Governing, Leading and Managing in Healthcare (APP) 120 credits of which 60 may be through AP(C/E)L The PG Cert requirements plus				
Module code	Module title	Status	UK credit	ECTS
BAPP701	Critical Inquiry in practice	core	20	10
BAPP7A7	Negotiated learning module (IHM portfolio) OR	optional	40	20
3IPL 7C7	Health policy and	optional	20	10
FIPL700	Organisational Analysis and Professional Practice	optional	20	10
MSc Governing, Leading and Managing in Healthcare (APP) 180 credits of which 80 may be through AP(C/E)L The PG Dip requirements plus				
Module code	Module title	Status	UK credit	ECTS
BAPP7D4	Learning in context (strategic leadership in Health & Social Care)	core	20	10
BAPP702	Work-based inquiry project (governance)	core	40	20

Please note: Not all option modules will necessarily be offered in any one year.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

Support for students

Upon arrival, an induction programme will introduce students to the staff responsible for the course, the campus on which they will be studying, the Library and IT facilities and to the Faculty Registry. Students will be provided with the Course Handbook, which provides detailed information about the course. Students are allocated a personal tutor who can provide advice and guidance on academic matters. Learning support includes four libraries, each holding a collection of resources related to the subjects taught at their Faculty. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books).

Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

[Student Affairs](#) provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers and the chaplaincy providing multi-faith guidance. The Student Affairs Hub is located at 101 New Cavendish Street, Cavendish House (1st Floor), with an additional office located at the Harrow Campus.

westminster.ac.uk/study/new-students/when-you-arrive

The [University of Westminster Students' Union](#) also provides a range of facilities to support all students during their time at the University. <http://www.uwsu.com/>

Reference points for the course

Internally

The following University of Westminster documents have informed the structure and development of this course:

- *Essential Westminster* – an annually updated document of regulations, procedures, and policies as they apply to students.
- *Quality Assurance and Enhancement Handbook* – definitive statement of the requirements for course validation, students' right in terms of consultation and annual monitoring.
- *The Handbook of Academic Regulations* – definitive statement of regulations for the conduct of courses.

Externally

- Quality Assurance Agency framework for Higher Education qualifications
- Quality Assurance Agency Code of Practice
- SEEC Masters level grade descriptors
- Reports, white papers on HE Employer collaboration and workforce skills development needs, including:
 - QAA (2010) Employer-responsive provision survey: reflective report
 - CBI (2009) Stronger Together: Business and universities in turbulent times. Report of the CBI HE taskforce
- QAA Masters degree benchmark statements in Business and Management
- Institute of Healthcare Management's Professional Practice Framework
- NHS Leadership Framework

Quality management and enhancement

Course and Framework Management

Courses using the University of Westminster Masters level Flexible Framework are part-time modular programmes run over two-six semesters. Although the framework leads to a Masters qualification it has been designed so that the Postgraduate Certificate and/or Diploma are awards in their own right. It also includes small awards equivalent to one or two modules. If you decide to come back to the course, after having taken a Certificate or other award, you can bring your earlier credits into the larger award by revoking the former award.

The framework is designed to enable an integration of work-based learning with flexible approaches to delivering and including the knowledge-development of

specific topics and themes. Part of this flexibility allows for the consolidation of in-house training, prior CPD, concurrent learning delivered in the workplace or through other agencies, and self determined and designed learning driven by work and role imperatives. This is achieved through the University's APL processes and/or through the framework option shell modules that allow for negotiation of content and assessment format.

The framework allows for some negotiation of content and emphasis with organisations in relation to a cohort of their employees, which will be set prior to the commencement of the course. However, the core modules, which form part of all courses using the framework, are the place where you will plan your module choices and how you will use the shell modules to gain credit for work-based learning and application. These modules also give space for you to develop and consolidate your academic practice.

Each course using the framework is responsible for ensuring quality and academic standards through its course leader and the quality assurance processes set out below. However, in addition to this, module teams for core and framework option modules work as a community of practice, sharing best practice and moderating assessments, for quality enhancement across the framework.

The Course Team will closely liaise with the Institute of Healthcare Management in respect of the IHM portfolio.

The Course Team will strive to include other sector specific requirements as appropriate.

Course approval, monitoring and review

The course was initially approved by a University Validation Panel in 2015. The panel included internal peers from the University and external subject specialists from academia and industry to ensure the comparability of the course to those offered in other universities and the relevance to employers. Periodic course review helps to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers.

The course is monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from each Course Committee, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. The Annual Monitoring Sub-Committee considers the Faculty action plans resulting from this process and the outcomes are reported to the Academic Council, which has overall responsibility for the maintenance of quality and standards in the University.

Student involvement in Quality Assurance and Enhancement

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways. The most formal mechanism for feedback on the course is the Course Committee. Student representatives will be elected to sit on the Committee to represent the views of their peer group in various discussions. The University and the Students' Union work together to provide a full induction to the role of the course committee.

All students are invited to complete a Module Feedback Questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced. The

University also has an annual Student Experience Survey, which elicits feedback from students about their course and University experience.

Students meet with review panels when the periodic review of the course is conducted to provide oral feedback on their experience on the course. Student feedback from course committees is part of the Faculty's' quality assurance evidence base.

For more information about this course: please contact the course leader, Joy Tweed (J.Tweed01@westminster.ac.uk)

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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