

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Faculty of Business and Law
Programme accredited by	n/a
Highest award title	MSc Leadership and Management in Health and Social Care
Default award title	MSc Leadership and Management in Health and Social Care
Interim award title	PG Diploma Leadership and Management in Health and Social Care PG Certificate Leadership and Management in Health and Social Care
Modular Scheme title (if different)	n/a
UCAS code (or other coding system if relevant)	n/a
Relevant QAA subject benchmarking group(s)	n/a
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2008 (Revised September 2011)
Authorised by...	Date:...
Version Code	
1	

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The MSc Leadership and Management in Health and Social Care places an emphasis on learning from and through experience. Work based learning is a significant route for the achievement of the educational aims and for this reason the programme is only offered via part time study to students in employment or with ready access to undertake project work in an organisational context. The primary educational aim of this programme is to develop the knowledge and skills needed by those who are and aspire to be managers and leaders within health and social care organisations.

The programme aims to provide the students with:

- a critical understanding of contemporary theory, practice and research relevant to leadership and management in a health and social care context
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of leadership and management
- a developed understanding of the diverse roles, relationships and responsibilities of leaders and managers within the current health and social care context
- acquired the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners as an integral part of their leadership practice and development

On completion of the programme students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

Section 3: Learning outcomes of the programme

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

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. **Leading and Managing People** – leading and managing individuals and teams in health and social care organisations

2. **Human Resource Management** – the key areas of HRM of relevance to the health and social care sector.

Teaching/learning methods and strategies:

Acquisition of 1 is through Leading and Managing People UMOCB7-15-M,

Additional support is provided through Building Coaching and Mentoring – UMOCQR-15-M, Effective Working Relationships UMOCQS-15-M, Leading Change UMOCBA-15-M, Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M, Strategic Leadership UMOCB9-15-M, Management Dissertation and Research Methods UMOCJY-60-M

Acquisition of 2 is through Human Resource Management in Health and Social Care UMPCSM-15-M

Additional support is provided through Building Effective Working Relationships UMOCQS-15-M,

<p>3. Finance for Managers in Health and Social Care– the use of accounting and other information systems for managerial applications</p> <p>4. Leadership and Management Learning – learning and change as a fundamental requirement in modern, complex organisations</p> <p>5. Operations – the management of resources and operations; information systems; the development and management of information systems and their impact upon organisations</p> <p>6. Customers and Markets – service and customer orientation, business thinking and the market as increasingly important idea in health and social care</p>	<p>Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p> <p><i>Acquisition of 3 is through Finance for Managers in Health and Social Care UMACYA-15-M</i></p> <p><i>Additional support is provided through Management Dissertation and Research Methods UMOCJY-60-M</i></p> <p><i>Acquisition of 4 is through Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M</i></p> <p><i>Additional support is provided through Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Organisational Learning UMOCBE-15 –M, Project Management UMMC9V-15-M, Management Dissertation and Research Methods UMOCJY-60-M</i></p> <p><i>Acquisition of 5 is through Finance for Managers in Health and Social Care UMACYA-15-M</i></p> <p><i>Additional support is provided through Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB–15–M, Project Management UMMC9V-15-M, Management Dissertation and Research Methods UMOCJY-60-M</i></p> <p><i>Acquisition of 6 is through Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB–15–M</i></p> <p><i>Additional support is provided through Management Dissertation and Research Methods UMOCJY-60-M</i></p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</i></p> <p>Assessment:</p> <p><i>Testing of the knowledge base is through a range of formative and summative assessment approaches (that may be individual or group based), including written coursework, presentations, and examinations</i> <i>Individual module specifications provide details of assessments.</i></p>
--	--

B Intellectual Skills

<p>B Intellectual Skills</p> <p>1. Being able to think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately</p> <p>2. Being able to solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions</p> <p>3. Numeracy and quantitative skills including the development and use of relevant business models</p>	<p>Teaching/learning methods and strategies</p> <p><i>All intellectual skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Acquisition of 1 is through</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Building Effective Working Relationships UMOCQS-15-M, Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Managing Performance UMPCSN-15-M, Organisational Learning UMOCBE-15 –M, Management Dissertation and Research Methods UMOCJY-60-M</p> <p><i>Acquisition of 2 is through</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Finance for Managers in Health and Social Care UMACYA-15-M, Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB–15–M, Coaching and Mentoring – UMOCQR-15-M, Professional Skills for People Management UMPCSF-15-M, Project Management UMMC9V-15-M, Strategic Leadership UMOCB9-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p> <p><i>Acquisition of 3 is through</i> Finance for Managers in Health and Social Care UMACYA-15-M, Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB–15–M, Project Management UMMC9V-15-M, Strategic Leadership UMOCB9-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p> <p style="text-align: center;">Assessment</p> <p><i>Assessment of the acquisition of the appropriate intellectual skills will be via:</i> Feedback and review with module tutors and dissertation supervisor, presentations, essays, case-study analysis, and reflection on personal practice (all modules and the dissertation).</p>
--	---

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>1. the ability to conduct research into leadership and management issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting</p>	<p><i>All subject/professional/practical skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Acquisition of 1 is through</i> Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M Strategic Leadership UMOCB9-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>
<p>2. using information and knowledge effectively: scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge</p>	<p><i>Acquisition of 2 is through</i> Finance for Managers in Health and Social Care UMACYA-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Enterprise and Creativity UMOCB8-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>
<p>3. effective use of ICT</p>	<p><i>Acquisition of 3 is through</i> Finance for Managers in Health and Social Care UMACYA-15-M, Project Management UMMC9V-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>
<p>4. effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media</p>	<p><i>Acquisition of 4 is through</i> Leading and Managing People UMOCB7-15-M Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Professional Skills for People Management UMPCSF-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>
<p>5. effective performance within team environments and the ability to recognise and utilise individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management</p>	<p><i>Acquisition of 5 is through</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB-15-M, Building Effective Working Relationships UMOCQS-15-M, Organisational Learning UMOCBE-15 –M, Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>
<p>6. leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring</p>	<p><i>Acquisition of 6 is through</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB-15-M, Coaching and Mentoring – UMOCQR-15-M, Leading Change UMOCBA-15-M, Managing Performance UMPCSN-15-M, Organisational Learning UMOCBE-15 –M, Professional Skills for People Management UMPCSF-15-M, Project Management UMMC9V-15-M, Strategic Leadership UMOCB9-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p>

<p>7. ability to recognise and address ethical dilemmas and corporate social responsibility issues, applying ethical and organisational values to situations and choices</p>	<p><i>Acquisition of 7 is through</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Building Effective Working Relationships UMOCQS-15-M, Enterprise and Creativity UMOCB8-15-M, Leading Change UMOCBA-15-M, Management Dissertation and Research Methods UMOCJY-60-M</p> <p>Assessment</p> <p><i>The majority of skills are assessed either directly or indirectly across the programme modules. However, the exceptions are consistent with the discussion of the scope of teaching/learning methods and strategies above.</i></p>
--	--

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p>	<p>Teaching/learning methods and strategies</p>
<ol style="list-style-type: none"> 1. high personal effectiveness 2. critical self-awareness, self reflection and self management 3. time management 4. sensitivity to diversity in people and different situations 5. ability to continue to learn through reflection on practice and experience 	<p><i>Transferable skills are developed to a certain extent in all modules. Skills 3 and 5 are developed in all modules and skills 1 and 2 are developed in all core modules.</i></p> <p><i>The following indicates where skills are developed as a particular aim of the module:</i></p> <p><i>Skill 1 is developed in:</i> Building Effective Working Relationships UMOCQS-15-M, Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M</p> <p><i>Skill 2 is developed in:</i> Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M</p> <p><i>Skill 4 is developed in:</i> Leading and Managing People UMOCB7-15-M, Human Resource Management in Health and Social Care UMPCSM-15-M, Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M, Management Dissertation and Research Methods UMOCJY-60-M, Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring – UMOCQR-15-M, Managing Performance UMPCSN-15-M, Professional Skills for People Management UMPCSF-15-M, Organisational Learning UMOCBE-15 –M</p> <p>Assessment</p> <p><i>Skills 1, 2, 4 and 5 are assessed in a general sense in the majority of the modules, whereas skill 3 is not. Where certain skills are not assessed, this is consistent with the discussion of the scope of teaching/learning methods and strategies above.</i></p>

Section 4: Programme structure

MSc Leadership and Management in Health and Social Care

ENTRY ↓	Masters Level	Compulsory modules <ul style="list-style-type: none"> • Leading and Managing People UMOCB7-15-M • Human Resource Management in Health and Social Care UMPCSM-15-M • Finance for Managers in Health and Social Care • Building Effective Working Relationships UMOCQS-15-M • Evidencing Work Based Learning in Leadership and Change - UMOCXY-30-M • Management Dissertation and Research Methods UMOCJY-60-M 	Core Areas EITHER <ul style="list-style-type: none"> • Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB-15-M OR <ul style="list-style-type: none"> • Leading Change UMOCBA-15-M 	Optional modules ONE from: <ul style="list-style-type: none"> • Applying Customer-Oriented Business Thinking in Health and Social Care UMKCTB-15-M • Coaching and Mentoring – UMOCQR-15-M • Enterprise and Creativity UMOCB8-15-M • Leading Change UMOCBA-15-M • Managing Performance UMPCSN-15-M • Organisational Learning UMOCBE-15 –M • Professional Skills for People Management UMPCSF-15-M • Project Management UMMC9V-15-M • Strategic Leadership UMOCB9-15-M 	Interim and Default Awards: <ul style="list-style-type: none"> • PG Certificate Leadership and Management in Health and Social Care 60 credits • PG Diploma Leadership and Management in Health and Social Care 120 credits Target Award: <ul style="list-style-type: none"> • MSc Leadership and Management in Health and Social Care 180 credits
-------------------	----------------------	---	--	---	---

→ GRADUATION

MSc Leadership and Management in Health and Social Care: Module Map

LEARNING OUTCOMES		REQUIRED MODULES						CORE AREAS		OPTION MODULES						
		UMOCB7-15-M	UMPCSM-15-M	UMACYA-15-M	UMOCXY-30-M	UMOCQS-15-M	UMOCJY-60-M	UMKCTB-15-M	UMOCBA-15-M	UMOCQR-15-M	UMOCB8-15-M	UMPCSN-15-M	UMOCBE-15-M	UMPCSF-15-M	UMMC9V-15-M	UMOCB9-15-M
SECTION A KNOWLEDGE AND UNDERSTANDING OF:	LEADING AND MANAGING PEOPLE	√			√	√	√	√	√	√	√	√	√	√		√
	HUMAN RESOURCE MANAGEMENT IN HEALTH & SOCIAL CARE		√			√	√					√		√		
	FINANCE FOR MANAGERS IN HEALTH AND SOCIAL CARE			√			√									
	LEADERSHIP AND MANAGEMENT LEARNING				√	√	√		√	√	√		√	√		√
	OPERATIONS			√			√	√							√	
	CUSTOMERS AND MARKETS						√	√								

SECTION B INTELLECTUAL SKILLS:	ABILITY TO THINK CRITICALLY AND CREATIVELY: manage the creative processes; analyse, synthesise, and critically appraise.	√	√		√	√	√		√		√	√	√			
	COMPLEX PROBLEM SOLVING AND DECISION MAKING; identifying, formulating and solving business problems; create, identify and evaluate options; implement and review decisions	√	√	√			√	√		√		√		√		√
	NUMERACY AND QUANTITATIVE SKILLS including the development and use of relevant business models			√			√	√							√	√

MSc Leadership and Management in Health and Social Care: Module Map (continued)

LEARNING OUTCOMES		REQUIRED MODULES						CORE AREAS		OPTION MODULES						
		UMOCB7-15-M	UMPFSM-15-M	UMACYA-15-M	UMOCXY-30-M	UMOCQS-15-M	UMOCJY-60-M	UMKCTB-15-M	UMOCBA-15-M	UMOCQR-15-M	UMOCB8-15-M	UMPFSN-15-M	UMOCBE-15-M	UMPFSF-15-M	UMMC9V-15-M	UMOCB9-15-M
SECTION C SUBJECT, PROFESSIONAL, PRACTICAL SKILLS:	ABILITY TO CONDUCT RESEARCH into leadership/ and management issues individually/part of a team through research design, data collection, analysis, synthesis and reporting				✓		✓		✓							✓
	USING INFORMATION AND KNOWLEDGE EFFECTIVELY: scanning/organising data, synthesising/analysing in order to abstract meaning from information and to share knowledge			✓	✓		✓				✓	✓				
	EFFECTIVE USE OF ICT			✓			✓					✓			✓	
	EFFECTIVE TWO-WAY COMMUNICATION: listening, effective oral and written communication of complex ideas and arguments, using a range of media	✓			✓	✓	✓			✓				✓		
	EFFECTIVE PERFORMANCE IN TEAM ENVIRONMENTS, recognise & utilise contributions in group processes; negotiate, persuade, influence; team selection, delegation, development	✓	✓			✓	✓	✓					✓	✓		
	LEADERSHIP AND PERFORMANCE MANAGEMENT: selecting appropriate leadership style for different situations; target setting, motivating, monitoring performance, coaching, mentoring	✓	✓				✓	✓		✓			✓	✓	✓	✓
	ABILITY TO RECOGNISE AND ADDRESS ETHICAL DILEMMAS and corporate social responsibility issues, applying ethical and organisational values to situations and choices	✓	✓		✓	✓	✓	✓	✓		✓					
SECTION D TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:	HIGH PERSONAL EFFECTIVENESS	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓		
CRITICAL SELF-AWARENESS, SELF REFLECTION AND SELF-MANAGEMENT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		
TIME MANAGEMENT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
SENSITIVITY TO DIVERSITY IN PEOPLE AND DIFFERENT SITUATIONS	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓			
ABILITY TO CONTINUE TO LEARN THROUGH REFLECTION ON PRACTICE AND EXPERIENCE	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Section 5: Entry requirements

An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution OR

An HND or equivalent professional award (for example, at NVQ 4), plus two years of relevant work experience OR

At least two years in a role with leadership or management responsibility with in-house leadership and/or management education/development.

Applicants without an honours degree or equivalent formal academic qualification would require the full support of their organisation and are likely to be working as middle managers in a suitable professional area. Applicants may be interviewed prior to acceptance and may be asked to undertake an additional pre-entry assessment.

Applicants whose first language is not English will be required to demonstrate appropriate English Language proficiency, by obtaining:

- A minimum grade of 6.5 overall on the British Council International English Language Test (IELTS) OR
- A balanced TOEFL score of at least 600 (written scale) or 250 (computer scale) or 100 (internet based test)

Section 6: Assessment Regulations

All assessment is governed by the University's current Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

CURRICULUM DESIGN CONTENT AND ORGANISATION

The programme builds upon success of the PG Certificate in Management (Health and Social Care) which has been run on a collaborative basis between BBS and the Faculty of Health and Social Care for three years. This Certificate programme was introduced in response to demand from the health and social care sector for a programme at this level tailored to the needs of developing managers within the sector. Five cohorts have enrolled on the programme over the past three years and student numbers have progressively grown from 6 to 25 per year.

Student and organisational feedback has been consistently positive and a particular strength of the Certificate programme has been the mix of students from a range of disciplines and diverse organisations within the health and social care sector which has allowed for valuable sharing of experience and learning across the sector. A similar inter-professional mix of students will be encouraged on the MSc programme. The collaborative nature of the programme enables the student to manage their learning and skills within the context of health and social care.

TEACHING, LEARNING & ASSESSMENT

This programme is designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for the strategy is that: *'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:

1. To be a university that is learning centred in all that it does.
2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.
3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.
4. To provide diverse modes of assessment both for and of learning.
5. To develop learners who know and value themselves as open-minded, reflective and interdependent learners, and participants, employees, self-employed professional and entrepreneurs in global settings and as global citizens.
6. To develop self-critical learners who value others as collaborators in their learning and co-

constructors of knowledge and its exchange.

The strategy is designed to be continuously evolving and provides a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on our programmes can verify their experiences of learning, teaching and assessment in the light of the strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategy of UWE encourages students to take responsibility for aspects of their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

To achieve this on the MSc Leadership and Management in Health and Social Care, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and conferencing, case studies), group learning and independent learning are used throughout the programme. For example, by splitting the group into small action learning sets they are encouraged to develop their own action plans and move their learning into practice, sharing their experiences and grounding their learning in the realities of the work place. To support the EWBL modules in particular students will be encouraged to work closely with a workplace facilitator, appointed by their organisation, who will further assist and support them in the transfer of the learning to their workplace and act as a mentor for the duration of the programme.

The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and managing.

Teaching is based on research literature, professional experience and significant use of debate and discussion. The emphasis on using real examples of workplace scenarios, often from students' own experience, places the focus on the very practical nature of learning about leadership and management in a health and social care context. This is embedded in the programme as a whole through the two core Evidencing Work Based Learning modules. In addition, a range of teaching approaches are employed to give depth and breadth to the learning experience. For example, through didactic pedagogy students are challenged to defend their thinking. The dissertation allows students to explore a substantial issue utilising appropriate concepts, frameworks and methodologies in a highly independent manner.

Some modules introduce generally applicable principles of leadership and management, and so, apart from some tailoring of case studies and focusing upon priorities for a health and social care cohort, they are delivered to the same specification as those delivered on other leadership and management programmes (for example, Leading and Managing People, Managing Finance and Information). Other modules, however, address topics of general importance but have been focused upon the specific practical demands of the current health and social care environment (for example, Human Resource Management in Health and Social Care, Applying Customer-Oriented Business Thinking in Health and Social Care).

The programme appeals to junior and middle managers and the core modules will provide essential learning for all in a leadership or management role in health and social care. In addition, we cater for the differences in student needs and experience with a range of options. For example, there tends to be a greater need for skills based modules for the more junior managers, including modules such as Building Effective Working Relationships, Professional Skills for People Management, or Performance Management. In contrast, more experienced and senior managers may choose modules that address system level managerial interventions such as Strategic Leadership or Organisational Learning.

Assessment is an integral part of the teaching and learning process. The range of assessments indicated have been incorporated to:

- test the students' ability to integrate concepts and theories and to apply them in practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

The assessment strategy comprises of formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of unseen and open book examinations, supervised mini-projects, essays, vivas and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

The faculty supports the University Academic Regulations and procedures, and the requirement for controlled conditions to apply to part of the assessment of every module. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: invigilated timed assignments including examinations, presentations, in-class tests, self and peer assessments, individual and group projects and supervised mini-projects and dissertations.

LEARNING RESOURCES

All modules have teaching/learning resource guide

All modules have teaching/learning resource booklets, most have set texts in accordance with the university's Reading Strategy, and all also draw on publications and research from academic, industry and international organisation communities. Additional support is provided through the library and an extensive student computing network. All postgraduate modules use the institutional VLE – Blackboard – for web enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus.

Students requiring support with generic study skills have access to an on-line study skills provision, which has been developed specifically to meet the needs of Business School students.

STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content, delivery and assessment of modules. The Business School Student Advice Centre provides timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. Additional academic support and guidance is provided by the Programme Director who is also responsible for ensuring the collection of and response to student feedback using student representatives and the Programme Management Committee. The faculty has a Student Advice and Diversity Group that oversees the development and implementation of faculty policy concerning widening participation and student support and guidance.

Further student support is provided by the Business School through the postgraduate administration team, the Admissions Office and the International Office. Here, the international administrator provides support and organises specific activities to assist international students in adapting to life in the UK, such as an additional induction week, and the provision of specific literature to assist with their study.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. A student handbook documents this for students, as does the Business School website. There are a range of central services offered to students. These include: the Centre for Student Affairs for careers service and the university's counselling provision, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Support to students with disability is offered both at the faculty level under the remit of the Student Support & Guidance Officer and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff members who work with disabled students.

Section 8 Reference points/benchmarks

This programme is designed in accordance with:

- *The main findings of the report of the council for excellence in management and leadership (2002),*
- *Good Practice Leadership Development Criteria (see Appendix A)*
- *Subject benchmarks (QAA Unit in Business and Management - QAA benchmarks for Postgraduate Management Programmes – 2007)*

The programme design acknowledges the draft benchmarks for postgraduate business and management programmes. The programme meets the Type 1B - Specialist Masters requirements as outlined in draft 4 in providing further career development for those in employment with a study of practice in a specialist area and a professional orientation. The programme draws from all the knowledge, understanding and skill domains indicated in the benchmarks, with an emphasis as indicated in the programme aims and objectives.

- *Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001 (see Appendix B)*

The QAA Postgraduate Qualification Descriptors provide a schedule of the standards adopted by the programme and they are also in line with current Faculty practice.

- *The University's Mission Statement (UWE)*
- *University teaching and learning policies: UWE and Bristol Business School Teaching and Learning Strategy*
- *The SEEC Credit Level Descriptors 2001*
- *Bristol Business School Review of Postgraduate Programmes 2007*

This programme 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 he/she 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 individual modules can be found in module specifications. These will also be made available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator. Other sources of information are:

- UWE Postgraduate Prospectus
- Student Handbook

The University's Disability Statement

The University philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. It aims to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation (www.uwe.ac.uk/csa/disability.html).

Good Practice Leadership Development Criteria

Blewett's (1997) "Themes"

- Clearly articulated goals
- Articulation of "in use" definition(s)
- Strong theoretical base
- Aware of conceptual and contextual developments
- Exposure to conceptual and practical experiential methodologies
- Use of multiple learning methods
- Assessment of learning
- Programme evaluation

Cacioppe (1998) "an integrated model for planning...elements in effective individual learning"

- Improved self-knowledge – through reflection
- Reshaping mindsets – 'surprises', acquiring new paradigms
- Action Learning – testing ideas in action
- Improved skills – need to experience development
- Observing leadership models – mentor, role models, staff behaviour
- Linked to organisation's strategy – relationship between learning and company strategy
- Global focus – cross cultural considerations
- Networking – collaborative (i.e., organisational) learning

Vaill (1996) "pedagogy of learning as a way of being" or "leaderly learning"

- Self directed – initiating actions as a consequence of learning
- Creative – exploration, discovery, 'process frontiers', new abilities
- Expressive – learning in and through expression, dialogue
- Feeling – feeling the meaning of events, intuition, meaning/sense making
- On-line – practice in real time in real world (v simulation and role plays)
- Continual – being a perpetual beginner
- Reflexive – attention to process in the midst of action, developing 1-6 above

References:

- Blewett, R.G. (1997) "What we Know about Leadership Studies", *Leadership Studies Journal*, March, pp. 1-6.
- Cacioppe, R. (1998) "An integrated model and approach for the design of effective leadership development programmes", *Leadership and Organization Development Journal*, 19/1, pp. 44-53.
- Vaill, P.B. (1996) *Learning as a Way of Being*, San Francisco: Jossey-Bass.

EXTRACTS FROM THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS IN ENGLAND, WALES AND NORTHERN IRELAND - JANUARY 2001

Descriptor for a qualification at Masters (M) level:

Masters degree

Masters degrees are awarded to students who have demonstrated:

- i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- iv) conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline; and
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- c) continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

- d) the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility;
 - decision-making in complex and unpredictable situations; and
 - the independent learning ability required for continuing professional development.