

MA / PG Diploma in Health and Social Care **For students entering in 2006**

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Faculty of Economics and Social Sciences
Date of specification: September 2006
Programme Director: Viola Nzira
Board of Studies: School Modular Masters Programmes
Accreditation: Nil

Summary of programme aims

The aim is to provide a programme of post graduate education for the broad variety of staff working within health and social care services, including those working within both statutory and voluntary or independent services, and those working both locally and internationally. The emphasis will be on generic transferable skills, rather than advanced practice in a particular professional area.

Transferable skills

Students will develop capacity in:

- the systematic understanding and critical awareness of knowledge and theory within the academic disciplines informing health and social care practice and service development
- the critical evaluation of current research
- independent research and advanced scholarship
- interpersonal and intellectual approaches, including dealing with complex issues systematically and creatively, self direction, and clear communication

Programme content

The programme consists of 2 phases: a taught modular stage, with 6 modules, followed by a dissertation stage, with a dissertation of 15-20,000 words. Full-time students will complete the programme in 12 months, part-time students within 36 to 48 months. Both full-time and part-time students take 4 compulsory modules, and 2 module options.

The compulsory modules are:

		<i>Credits</i>	<i>Level</i>
HCMS01	Research Methods, Health & Social Care	20	M
HCMS02	Policy and Practice in Health & Social Care	20	M
HCMS03	Leadership and Managing Change in Health & Social Care	20	M
HCMS04	Introduction to Modern Public Health	20	M
HCMS09	Dissertation – Health and Social Care	60	M

The module options are:

		<i>Credits</i>	<i>Level</i>
HCMS05	Substance misuse	20	M
HCMS06	Bereavement, loss & grief	20	M
HCMS07	Care of older people	20	M
HCMS08	Evaluation, quality & users	20	M

Because of the programme structure, these module options will not be available to full-time students.

Additional module options may be available, both from within the School of Health and Social Care, and from other Schools and Departments across the University of Reading'

Example of module options from the PG Certificate in Education (Health & Social Care):

		<i>Credits</i>	<i>Level</i>
HCMJ01	Adult learning	20	M
HCMJ02	Methods/styles of teaching and learning	20	M

Part-time/Modular arrangements

Modules (except for the Dissertation module) comprise ten three hour sessions, weekly throughout an academic term; the assignment is usually submitted 4 weeks after the module teaching is completed. For part-time students, the six taught modules must be completed within 36 months of registration, and the dissertation within a further 12 month period. The taught modular stage is commenced annually in October; the School dissertation programme commences annually in January for part-time students. (Full-time students commence their dissertation stage in June).

Progression requirements

Students are required to successfully complete six taught modules (including the 4 compulsory modules) before receiving permission to proceed to the dissertation stage.

It is possible to exit earlier from the course, and still receive an academic award. On successful completion of 6 modules, students are eligible to receive the Postgraduate Diploma in Health and Social Care; on successful completion of 3 modules students are eligible to receive the Postgraduate Certificate in Health and Social Care.

Summary of teaching and assessment

Teaching styles will normally be interactive encouraging discussion and reflection. Teaching sessions typically comprise both lectures and seminar discussions, with an emphasis on case studies and experiential learning. There is a focus on shared learning; because the MA is part of a wider modular programme, students benefit from studying alongside other health and social care professionals within the School's range of post-qualifying and continuing professional development courses.

Teaching throughout the School's Masters programmes is student-centred, and the professional knowledge and life experience contributed by students is valued and used to facilitate new learning.

All assessed work is related to the individual student's area of practice, thus supporting the application of theory to practice.

Mark

70 – 100%

60 – 69%

50 – 59%

Interpretation

Distinction

Merit

Good standard (Pass)

Failing categories:

40 – 49%

0 – 39%

Work below threshold standard

Unsatisfactory Work

For Masters Degrees

To pass the MA students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation *and have no mark below 40*. In addition the total credit value of all modules marked below 50 must not exceed 40 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an

average mark of 60 or more overall including a mark of 50 or more for the dissertation and having no mark below 40 will be eligible for a Merit.

For PG Diplomas

To pass the Postgraduate Diploma students must gain an average mark of 50 or more *and have no mark below 40*. In addition the total credit value of all modules marked below 50 must be less than 40 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and having no mark below 40 will be eligible for a Merit.

For PG Certificate

To pass the Postgraduate Certificate students must gain an average mark of 50 or more *and have no mark below 40*.

Admission requirements

Entrants to this programme are normally required to have obtained a first degree; those who are not graduates but who have relevant experience and can demonstrate their ability to work at Masters level may also be offered a place.

Admissions Tutor: Viola Nzira

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Students are supported and encouraged to become independent learners through feedback and discussion with tutors.

A web based learning resource, Blackboard, supports learning on a number of modules, and is particularly useful in the dissertation stage in supporting communication amongst dissertation students. A regular programme of twice termly dissertation workshops brings together dissertation students from all the School's Masters programmes.

Career prospects

Students coming on this course will normally be working within the health and social care sector. It is expected that this course will prepare students to move on to more senior positions, and into management, research or consultancy posts.

Opportunities for study abroad or for placements

Not applicable

Educational aims of the programme

The programme is designed to encourage informed and critical practice within both health and social care services. The aim is to promote continuing professional development for those working in health and social care settings. The interprofessional learning environment facilitates shared learning amongst a range of health and social care professionals from diverse agency settings.

Students will be encouraged to draw on their own work experience to critically analyse health and social care practice, policy and service provision. They will develop an understanding of approaches to health and social care research and the research methodologies employed, and be able to evaluate the evidence base informing health and social care. Their knowledge and critical awareness of the theories and assumptions that underpin policy, practice, management and ethical issues within health and social care settings will be extended.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ul style="list-style-type: none"> • Legislation, policy and the theoretical models providing the framework for health and social care • Ethical issues, professional values, and the nature of health and social care in diverse societies • Empowerment, anti-discriminatory practice and user involvement. • Research, evidence based practice and the evaluation of health and social care interventions. • Strategies to involve users in the development, delivery and evaluation of services • The contribution, perspectives and constraints of a range of health and social care professional 	<p>Teaching/learning methods and strategies A variety of teaching methods, including lectures, seminars, small group discussion and workshops will be utilised. The emphasis will be on experiential learning – participative methods that encourage reflection and the application of theory to practice.</p> <p><i>Assessment</i></p> <p>Assessment will be by coursework, predominantly essays or case studies. Further detail is provided within each module specification.</p>
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Skills and other attributes

<p>B. Intellectual skills – able to:</p> <ul style="list-style-type: none">• Systematically analyse a wide range of complex issues that influence the provision of health and social care• Understand the perspectives of service users and carers• Justify the selection of a particular method of intervention• make informed judgments in the absence of complete data, and make decisions which minimize the risk of unintended outcomes• Critically analyse current health and social problems and evaluate proposed interventions• Evaluate the research base for health and social care practice, and critique research studies• Propose research questions with a sound rationale, and draw on appropriate research methods for their investigation.	<p>Teaching/learning methods and strategies As stated before, a variety of teaching methods, including lectures, seminars, small group discussion and workshops will be utilised, with an emphasis on experiential learning. Students will be supported to use the library effectively, and to search information databases.</p> <p><i>Assessment</i> Coursework, as above, demonstrating skills of analysis in all module assignments and the dissertation</p>
<p>C. Practical skills – able to:</p> <ul style="list-style-type: none">• Reflect on their own practice and demonstrate self awareness• Share their knowledge with health and social care professionals, via discussion and more formal presentations• Give constructive feedback to other students• Communicate their conclusions clearly, both verbally and in written formats <p>Use information technology to develop and inform research projects and the communication of knowledge.</p>	<p>Teaching/learning methods and strategies As stated before, a variety of teaching methods, including lectures, seminars, small group discussion and workshops will be utilised, with an emphasis on experiential learning. Students will be supported to use the library effectively, and to search information databases.</p> <p><i>Assessment</i> Within all coursework through the demonstration of writing and presentation skills, and IT skills</p>

D. Transferable skills – able to:

- Learn independently, in order to facilitate continuing professional development
- Exercise initiative and personal responsibility
- Make decisions in complex and unpredictable circumstances

Learn and problem solve within an interprofessional environment

Teaching/learning methods and strategies
As above.
Students are supported by their personal tutor to devise their own pathway through the programme modules.
The interprofessional learning environment facilitates shared learning and information exchange amongst a range of health and social care professionals from diverse agency settings.

Assessment
Within all coursework, with its focus on the students' own area of practice.

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 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 each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.