

**MA in Health and Social Care Management (part-time)**  
**Postgraduate Diploma in Health and Social Care Management (part-time)**  
**Postgraduate Certificate in Health and Social Care Management (part-time)**

For students entering: Academic Year 2007/08

Awarding Institution: The University of Reading

Teaching Institution: The University of Reading

Relevant QAA subject benchmarking group:

**Qualification Route**

Programme Length

Flexible 36 to 96 months (MA)

Flexible: 24 to 72 months (Diploma)

Flexible: 12 to 36 months (Certificate)

Date of profile:

September 2010

Programme Director:

Georgina Kilner

Board of Studies:

School of Management, Postgraduate, Whiteknights

**Summary of Programme Aims**

This programme is aimed at working managers with management experience in the public sector. The programme is designed to enhance the personal development of managers so that they may develop their careers through the study of how organisations are managed in changing environments.

This programme aims to develop the student's capacity for integrated and critical awareness of organisations and their environments coupled with an understanding of management to enable them to perform and adapt in their chosen professional role more effectively. This includes development of relevant knowledge and skills and their appropriate application using a critical and informed perspective.

**Transferable Skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable intellectual skills that all students are expected to have developed by the end of their programme. In addition, students on this Masters programme will have the opportunity to:

- enhance their general career management skills by improving written and oral presentations, problem solving, team working and managerial effectiveness
- develop their self awareness, become more self directed and enhance their own personal development as they use the knowledge and skills they have acquired to contribute to the success of their organisation.

Management is an inherently practical subject, and both routes are intended to have a direct, beneficial impact on the students in their work settings. All the skills covered in this programme are therefore transferable to the workplace.

**Programme Content**

Total number of credits: 60/120/180

Level: 7

This route is a CPD route for managers working in the health and social care sectors. It is a flexible programme where modules can be taken in any order and accumulated towards a PG Certificate or a PG Diploma. This flexibility allows student to design programmes of learning that are appropriate to their

professional roles and therefore of maximum benefit to them and to their organisation. The core requirements described below ensure that the essential learning outcomes of the programmes are achieved. The structure also allows students to progress from the Certificate to the Diploma with ease.

### Postgraduate Certificate

Requirement	Code	Name	Credits	Level
Compulsory Module	MMM0FME	Managing Your Enterprise	20	7
Compulsory Module	MMM0FSB	Managing Services and Budgets	20	7
Minimum of 10 credits required in management of people with either of these modules	MMM0FPF	Managing People, Performance and Recruitment	10	7
	MMM0FPT	Managing people: Personal and Team Effectiveness	20	7
Minimum of 10 credits required in management of information with either of these modules	MMM0FDC	Managing information: data and communications management	10	7
	MMM0FDS	Managing information: developing systems, decisions and communications	20	7

It is also possible to transfer relevant credit (of the equivalent level) gained from another institution, see below. IHM Milestones are constantly being developed and the number increased. Students need to check with the Programme Director regarding equivalents and the possibility of APL associated with these.

### Postgraduate Diploma

Requirement	Code	Name	Credits	Level
Compulsory Module	MMM0FME	Managing Your Enterprise	20	7
Compulsory Module	MMM0FMF	Managing Finance	20	7
Compulsory Module	MMM0FBS	Business and Service Planning	20	7
Minimum of 10 credits required in management of people with either of these modules	MMM0FPF	Managing People, Performance and Recruitment	10	7
	MMM0FPT	Managing People: Personal and Team Effectiveness	20	7
Minimum of 10 credits required in management of information with either of these modules	MMM0FDC	Managing information: data and communications management	10	7
	MMM0FDS	Managing information: developing systems, decisions and communications	20	7

Minimum of 10 credits required in service management with either of these modules <b>or both</b> <b>Managing Service Delivery and Managing Service Quality</b> <b>Milestones from IHM</b>	MMM0FSB	Managing Services and Budgets	20	7
	MMM0FSD	Managing Service Delivery: Systems, Quality and Improvement	20	7

It is also possible to transfer relevant credit (of the equivalent level) gained from another institution, see below. IHM Milestones are constantly being developed and the number increased. Students need to check with the Programme Director regarding equivalents and the possibility of APL associated with these.

The remaining credits required for progression must be made up from **the available modules and Milestones**. Milestones require APL and regardless of whether Milestones or other allowable credit – the maximum APL credit for a postgraduate diploma is 40.

### Programme Content for Final Masters Year

Total - 60 credits at Level 7

There are two modules – both are compulsory.

<b>MMM3MPR Applied Management Project</b>	<b>40 credit</b>
<b>MMM3MER Evaluating and Reflecting on Management Practice</b>	<b>20 credits</b>

### Progression Requirements

To qualify for a **MA in Applied Management**, students must have satisfied the requirements for completing the Post Graduate Diploma modules as defined below and an average for each module of at least 50% with no module components achieving less than 40%

To qualify at a pass level for the **Postgraduate Diploma** in Applied Management, students must have achieved:

- (1) A weighted average mark of 50% or more in modules totalling 120 credits which fulfil the core requirement outlined above  
and
- (2) No mark below 40%  
and
- (3) At least 50% in 100 of the 120 credits

To qualify at a pass level for the **Postgraduate Certificate** in Applied Management, students must have achieved:

- (1) A weighted average mark of 50% or more in modules totalling 60 credits which fulfil the core requirement outlined above  
and
- (2) No mark below 40%  
and
- (3) At least 50% in 50 of the 60 credits

### Award Classification

Distinctions and Merit classifications may be awarded only at the Diploma and Masters levels. The university's standard classifications framework is used to calculate these at the time of graduation.

## **Exemptions**

Exemptions may be granted for specific professional qualifications against certain modules. Please consult the Programme Director for a current list of exemptions.

*(For the purposes of programme approval a suggested current list is provided as an annexe to this specification – the list is indicative and other sufficiently rigorous qualifications may be considered).*

## **APL**

Students wishing to seek APL/APEL must provide appropriate evidence using the University procedure. APL/APEL is normally awarded up to a maximum of one third of the award (i.e. 40 credits as part of the PG Diploma, and 20 credits for the PG Certificate). APL will not normally be accepted for qualifications awarded more than five years previously. IHM Milestones will be considered under this scheme

## **Summary of Teaching and Assessment**

There are a variety of teaching, learning and assessment methods used in the programmes

- There is an emphasis on experiential learning in line with the professional nature of the programme.
- Learning outcomes are realised by balancing critical review against practical work based challenges and reflection

### **Work Based Experience**

Students will learn by their work based experiences: e.g. identification of workplace issues and potential solutions and reflecting on their prior experience and current knowledge. Students are expected and encouraged to seek out opportunities to develop and capitalise on ideas they have encountered through the course in their professional lives. Work based experience can considerably enhance learning by the student having access to a strong mentor. The latter part of the programme develops and encourages reflective practices as a basis for lifelong learning

### **Master's Year Teaching**

Students are required to attend workshops for the final year. The project module has 4 workshops and the reflective module 2, spaced appropriately within the year to enable the student to carry out their project research and assemble their portfolios of reflection.

### **Certificate and Diploma Health and Social Care Teaching**

Modules in this route are delivered via distance learning materials developed for the Institute of Healthcare Management and in collaboration with the NHS. Students are required to work through the learning materials applying their academic learning to their own employment context at regular intervals through structured exercises. Students are encouraged to explore their applications with peers through online activities where available. Each 20 credit module should be completed within a four 4 month period.

### **Assignments**

Each module of the Certificate and Diploma part of the Programme is assessed by a work based assignment. The final year modules are based on a work based project and reflective learning

assignments, the split of which is given above in **Programme Content**. The individual module descriptions provide more detail regarding the exact nature of the assignments.

### **Admission Requirements**

Normally, students are in managerial roles at the time of undertaking the course. They will be of graduate (or equivalent) calibre and have already demonstrated their intellectual capabilities. They will have a keen interest in managerial issues, a clear idea of how the programme will help them to develop professionally and personally and be able to indicate how they intend to balance their commitments during the programme.

Admissions tutor: the Programme Director or designate.

### **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. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

Individual support is provided through the Programme Director, specialist staff and/or e-tutors who will discuss general progress and assignments or any matters arising from the workshops or learning materials.

In addition students will have access to mentors and 'workplace learning sets' through the NHS 'Foundations for the Future programme'

### **Career Prospects**

Students are usually already employed in managerial roles but during the course they are trained to think clearly and strategically about a wide range of management issues and concerns. This substantially increases their career prospects within the private, public and voluntary sectors. Graduates of the programmes will find that the qualifications are well recognised and of lasting value.

### **Educational Aims of the Programme**

This programme aims to develop the student's capacity for integrated and critical awareness of organisations and their environments coupled with an understanding of management to enable them to

perform and adapt in their chosen professional role more effectively. This includes development of relevant knowledge and skills and their appropriate application using a critical and informed perspective. The final stages of the programme develop student's all round capabilities to examine and address work based challenges, reflecting on how effectively the organisation and they themselves are performing in terms of management.

### Programme Outcomes

The programme aims to develop the student's

- intellectual capacity with regard to techniques specific to management and
- personal and interpersonal skills

In practical terms the programme provides opportunities for students to investigate organisational and managerial issues and analyse their findings. Using academic learning, students can then evaluate options which could address challenges, enhance operations, improve situations or offer solutions to work based issues.

<p><b>A. Knowledge and understanding of:</b></p> <p>Students will gain knowledge and understanding of the theories, models and tools that relate to the key areas of management appropriate for the route of study.</p> <ul style="list-style-type: none"> <li>• management themes of relevance to the health and social care sector</li> </ul> <p>Managing people  Managing services  Managing information  Managing finance</p>	<p><b>Teaching and learning methods and strategies</b></p> <p>Students will <b>learn</b> by :</p> <ul style="list-style-type: none"> <li>• Work based application of the tools and techniques taught in their assignments.</li> <li>• Discussing and evaluating topics, issues, case studies and examples in group discussions in person or in an e-enabled learning environment</li> <li>• Being challenged to develop skills of critical evaluation in group and personal study</li> <li>• Applying research and analysis skills appropriately</li> <li>• Communicating the results of their work in writing and/or orally</li> <li>• Being encouraged to reflect on their work and professional environments</li> <li>• Considering and assessing contemporary or pervasive issues and challenges that arise during the course.</li> </ul> <p><b>Assessment</b></p> <p>Each assignment is structured so as to demand investigation, analysis and recommendations in the professional context of the student's workplace capitalising on academic learning and</p>
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	applying it in practice.
<p><b>B. Intellectual skills (able to)</b></p> <ul style="list-style-type: none"> <li>• Critically analyse information in complex and unpredictable situations, often in the absence of complete (but in the presence of contradictory) data</li> <li>• Identify the key information and critical issues in management situations</li> <li>• Develop investigative and analytical skills, applying appropriate quantitative and qualitative research methods and systematically extract information from data</li> <li>• Synthesise information effectively applying academic knowledge innovatively to organise and evaluate options</li> <li>• Make, implement and review decisions based on sound judgement and recursive critical reflection</li> <li>• Consistently apply knowledge, subject specific and wider intellectual skills</li> <li>• Engage in constructive critical self awareness and self reflection in developing as a manager and understanding the impact on others</li> <li>• Embrace the importance of a sustained approach to continuous professional and personal development</li> <li>• Recognise and address ethical professional dilemmas from personal to organisational level</li> </ul>	<p><b>Teaching and learning methods, strategies and assessment.</b></p> <p>Through specific focus on topics, issues and texts in group discussion and/or guided personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. The research and analytical skills needed for problem-solving and for the accurate and reliable communication of the results of their work, are practised in assignments and presentations, as is the ability to synthesise and sift information in order to create a structured and coherent argument.</p> <p><b>Assessment</b> Assignments test all aspects of intellectual skills.</p>
<p><b>Practical skills (able to)</b></p> <ul style="list-style-type: none"> <li>• Communicate effectively in writing and/or orally regardless of the complexity of the ideas and arguments and using appropriate media in diverse situations</li> <li>• Manage information using appropriate IT skills</li> <li>• Participate effectively in groups and teams engaging in the processes of negotiation and persuasion, working collaboratively and managing conflict</li> <li>• Manage performance by recognising different leadership styles are required in objective setting, motivating, monitoring, coaching and mentoring</li> <li>• Work autonomously and deliver to deadlines</li> <li>• Manage their career development</li> </ul> <p>Individual module specifications associated with this programme contain the subject specific skills students have the opportunity to develop. They should be used in conjunction with this programme specification.</p>	<p><b>Teaching and learning methods, strategies and assessment.</b></p> <p>All of the practical skills are developed in each module through the production of assignments and discussion board activities. They are also developed through the information gathering, reading and problem-solving which is needed to support these activities.</p> <p>Students' knowledge and understanding are assessed by the module assignments and the formative exercises/activities.</p>
<b>Transferable skills (able to)</b>	<b>Teaching and learning methods, strategies and assessments</b>

<ul style="list-style-type: none"> <li>● exercise initiative and personal responsibility</li> <li>● critically analyse information and make decisions in complex and unpredictable situations</li> <li>● seek well researched and developed solutions when confronted by options</li> <li>● identify key information and critical issues in professional situations</li> <li>● apply appropriate quantitative and qualitative research skills in professional situations</li> <li>● make informed professional decisions</li> <li>● learn independently</li> <li>● acquire the skills and aptitudes necessary for a lifetime of effective independent learning and recognise the need for continuous professional development</li> <li>● communicate cogently, coherently and effectively</li> <li>● participate in groups and teams engaging in the processes of negotiation and persuasion, working collaboratively and managing conflict</li> <li>● Work autonomously and successfully deliver to pre determined deadlines</li> <li>● Critically reflect on their own career and personal development</li> </ul>	<p>Management is an inherently practical subject, and this programme is intended to have a direct, beneficial impact on the students in their work settings. All the skills are therefore potentially transferable to the workplace.</p> <p>The specific transferable skills listed in this section will be introduced in the twelve taught modules. The self-managed learning guided by the learning pathway enables students to follow a sequence of discussions and exercises which focus on the material of the modules.</p> <p>Students receive tutorial support to guide them through the duration of the programme.</p> <p><b>Assessment</b></p> <p>Students' knowledge and understanding are assessed in the module assignments and the formative exercises/activities</p>
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**The specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be able 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 on the University's web site where individual module descriptions may be found. 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, require a change to be made. In such circumstances, a revised specification will be issued.**