

**MA in Health and Social Care Management
For students entering in 2013/4**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Business School at Univ of Reading
Programme length:	3 years
Date of specification:	04/Sep/2013
Programme Director:	Dr Lynn Thurloway
Programme Advisor:	
Board of Studies:	Post-Experience Postgraduate Programmes
Accreditation:	

Summary of programme aims

This programme is aimed at working managers with management experience within health and social care, usually, but not always working in the public sector. The 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.

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 to address challenges, enhance operations, improve situations or offer solutions to work based issues.

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: the programme is intended to have a direct and beneficial impact on the students in their work settings. All the skills covered in this programme are therefore transferable to the workplace.

Programme content

MMM0FME	Managing Your Enterprise (compulsory to both Certificate and Diploma)	20	7
MMM0FSB	Managing Services and Budgets (compulsory to the Certificate, compulsory to the Diploma if MMM0FSD is not taken)	20	7
MMM0FMF	Managing Finance (compulsory to Diploma)	20	7
MMM0FBS	Business and Service Planning (compulsory to Diploma)	20	7
MMM3MPR	Applied Management Project (compulsory and exclusive to MA)	40	7
MMM3MER	Evaluating and Reflecting on Management Practice (compulsory and exclusive to MA)	20	7
Either:			
MMM0FPT	Managing People: Personal and Team Effectiveness (optional to Certificate and Diploma)	20	7
or			
MMM0FPF	Managing People, Performance and Recruitment (optional to Certificate and Diploma)	10	7

Either:

MMM0FDC	Managing information: data and communications management (optional to Certificate and Diploma)	10	7
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or

MMM0FDS	Managing information: developing systems, decisions and communications (optional to Certificate and Diploma)	20	7
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MMM0FSD	Managing service delivery: systems, quality and improvement (compulsory to Diploma if MMM0FSB not taken)	20	7
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Part-time or modular arrangements

Credit Transfer

The transfer of relevant credit (of the equivalent level) gained from another institution may be possible via an APL. Students wishing to seek such a transfer must provide the relevant evidence using the University procedure. Credits under consideration for transfer must be no older than 5 years. Suitable IHM Milestones will be considered under this scheme. For information on current Milestone accreditation possibilities please contact the Programme Director.

Part-time/Modular arrangements

All non MA modules, with the exception of Business and Service Planning, can be taken in any order. This flexibility allows students 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 course is delivered by distance learning up to diploma level and thereafter through campus-based workshops. Business and Service Planning is likely to be more appropriate as a later module within a Diploma however cannot form part of the Certificate qualification.

Progression requirements

For Masters Degrees

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

Students who gain an average mark of 70% or more overall will be eligible for a Distinction. Those gaining an average mark of 60% or more overall will be eligible for a Merit.

Postgraduate Diploma in Health and Social Care Management

To qualify for the Postgraduate Diploma in Health and Social Care Management, students must have achieved a weighted average mark of 50% or more in modules totalling a minimum of 120 credits which fulfil the core requirement outlined above and no mark below 40%

Students who gain an average mark of 70% or more overall will be eligible for a Distinction. Those gaining an average mark of 60% or more overall will be eligible for a Merit.

Postgraduate Certificate in Health and Social Care Management

To qualify at a pass level for the Postgraduate Certificate in Health and Social Care Management, students must have achieved a weighted average mark of 50% or more in modules totalling a minimum of 60 credits which fulfil the core requirement outlined above and no mark below 40%

Optional modules are present in both the Postgraduate Certificate and Postgraduate Diploma qualifications. Students who fail to reach the required standard, as defined above, in any optional module, may select any alternative optional module to complete their qualification. Any optional modules used to contribute to the qualification must satisfy the overall directions regarding the balance of modules as defined above.

Summary of Teaching and Assessment

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 University's taught postgraduate marks classification is as follows:

Mark Interpretation

70-100% Distinction

60-69% Merit

50-59% Good standard (Pass)

Failing categories:

40-49% Work below threshold standard

0-39% Unsatisfactory work

Admission requirements

Normally, students are in managerial roles at the time of undertaking the course. They will be of graduate (or equivalent professional) 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: Dr Lynn Thurloway

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. 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 and runs workshops and seminars on a range of topics. For more information see 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 workshops or learning materials.

Career prospects

Students are usually already employed in managerial roles but during the course they are educated 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.

Opportunities for study abroad or for placements

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

Students will gain knowledge and understanding of the theories, models and tools that relate to key areas of management and especially those of key relevance to the health and social care sector:

- Managing people
- Managing services
- Managing information
- Managing finance

Teaching/learning methods and strategies

Students will learn by :

- Work based application of the tools and techniques taught in their assignments.
- Discussing and evaluating topics, issues, case studies and examples in group discussions in person or in an e-enabled learning environment
- Being challenged to develop skills of critical evaluation in group and personal study
- Applying research and analysis skills appropriately
- Communicating the results of their work in writing and/or orally
- Being encouraged to reflect on their work and professional environments
- Considering and assessing contemporary or pervasive issues and challenges that arise

during the course.

Assessment

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 applying it in practice.

Skills and other attributes

B. Intellectual skills - *able to:*

- Critically analyse information in complex and unpredictable situations, often in the absence of complete (but in the presence of contradictory) data
- Identify the key information and critical issues in management situations
- Develop investigative and analytical skills, applying appropriate quantitative and qualitative research methods and systematically extract information from data
- Synthesise information effectively applying academic knowledge innovatively to organise and evaluate options
- Make, implement and review decisions based on sound judgement and recursive critical reflection
- Consistently apply knowledge, subject specific and wider intellectual skills
- Engage in constructive critical self awareness and self reflection in developing as a manager and understanding the impact on others
- Embrace the importance of a sustained approach to continuous professional and personal development
- Recognise and address ethical professional dilemmas from personal to organisational level

C. Practical skills - *able to:*

- Communicate effectively in writing and/or orally regardless of the complexity of the ideas and arguments and using appropriate media in diverse situations
- Manage information using appropriate IT skills
- Participate effectively in groups and teams engaging in the processes of negotiation and persuasion, working collaboratively and managing conflict
- Manage performance by recognising different leadership styles are required in objective setting, motivating, monitoring, coaching and mentoring
- Work autonomously and deliver to deadlines
- Manage their career development
- Individual module specifications associated with this programme contain the subject specific skills students have the opportunity to

Teaching/learning methods and strategies

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.

Assessment

Assignments test all aspects of intellectual skills.

Teaching/learning methods and strategies

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.

Assessment

Students' knowledge and understanding are assessed by the module assignments and the formative exercises/activities.

develop. They should be used in conjunction with this programme specification.

D. Transferable skills - *able to*:

- exercise initiative and personal responsibility
- critically analyse information and make decisions in complex and unpredictable situations
- seek well researched and developed solutions when confronted by options
- identify key information and critical issues in professional situations
- apply appropriate quantitative and qualitative research skills in professional situations
- make informed professional decisions
- learn independently
- acquire the skills and aptitudes necessary for a lifetime of effective independent learning and recognise the need for continuous professional development
- communicate cogently, coherently and effectively
- participate in groups and teams engaging in the processes of negotiation and persuasion, working collaboratively and managing conflict
- Work autonomously and successfully deliver to pre determined deadlines
- Critically reflect on their own career and personal development

Teaching/learning methods and strategies

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.

The specific transferable skills listed in this section will be introduced in the individual 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.

Students receive tutorial support to guide them through the duration of the programme.

Assessment

Students' knowledge and understanding are assessed in the module assignments and the formative exercises/activities

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.