



## Programme Specification

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### Section 1

<b>Programme Title</b>	MA in Health and Social Care Leadership
<b>Qualification Aim</b>	Master of Arts
<b>Other possible exit awards</b>	Post graduate Certificate in Health and Social Care Leadership; Post Graduate Diploma in Health and Social Care Leadership
<b>FHEQ Level</b>	7
<b>JACS Code</b>	L510
<b>UCAS Code</b>	N/A
<b>Awarding Institution</b>	Bishop Grosseteste University
<b>Teaching Institution</b>	Bishop Grosseteste University
<b>School</b>	Social Science
<b>Department</b>	Health and Social Care
<b>Subject Benchmark</b>	N/A
<b>Version Number</b>	3
<b>Date Approved</b>	November 2016 (revision July 2018)
<b>Programme Length</b>	12 months
<b>Mode of study</b>	Full time (or the option of Free Standing Modules)
<b>Credits per year</b>	180 for the full MA programme
<b>September Start only? (If no, please give details)</b>	Yes
<b>Entry Qualifications / Requirements</b>	Graduate status (level 6). Normally a minimum of lower second class honours degree will be required
<b>Teacher Training Course?</b>	No

<b>Is this a subject knowledge enhancement course?</b>	No
<b>Major source of funding</b>	Student fees

## **Section 2: Course Aims and Learning Outcomes**

### **LEARNING OUTCOMES**

#### **Programme Learning Outcomes for the Postgraduate Certificate (PG Cert.)**

##### **Knowledge and understanding (KU)**

On completing 60 credits, this Postgraduate Certificate in Health and Social Care is awarded to students who have demonstrated:

**KU 1** a developed knowledge and understanding of, and a critical awareness of a range of current debates and/or new insights, much of which is at the forefront of, or informed by, health studies;

**KU 2** conceptual understanding that enables their critical evaluation of current research and advanced scholarship in health studies; their evaluation of methodologies, and their critiques of them.

##### **Subject Specific skills (SPS)**

Typically, holders of the Postgraduate Certificate in Health and Social Care will be able to:

**SPS 1** test, interpret and analyse health and social care texts, subjects, and evidence independently, and critically produce from that analysis well-developed cogent arguments and decisive judgements;

**SPS 2** articulate their own and other people's ideas accurately, concisely, and persuasively.

##### **Intellectual skills (IS)**

Typically, holders of the Postgraduate Certificate in Health and Social Care will be able to:

**IS 1** continue to advance their knowledge and understanding, and to develop new skills to a high level.

##### **Transferable skills (TS)**

Typically, holders of this Postgraduate Certificate in Health and Social Care will be able to show:

**TS 1** a developed ability to engage critically and systematically with current research and advanced scholarship in Health and Social Care.

#### **Programme Learning Outcomes for the Postgraduate Diploma (PG Dip.)**

##### **Knowledge and understanding (KU)**

On completing 120 credits, this Postgraduate Diploma in Health and Social Care is awarded to students who have demonstrated:

**KU 1** a developed knowledge and understanding of, and a critical awareness of a range of current debates and/or new insights, much of which is at the forefront of, or informed by, health studies;

**KU 2** developed conceptual understanding that enables their critical evaluation of current research and advanced scholarship in Health and Social Care their evaluation of methodologies, and their critiques of them;

**KU 3** a wide-ranging understanding of techniques applicable to their own research in Health and Social Care.

### **Subject Specific skills (SPS)**

Typically, holders of this Postgraduate Diploma in Health and Social Care will be able to:

**SPS 1** test, interpret and analyse health and social care texts and subjects and evidence independently and critically, producing from that analysis well-developed cogent arguments and decisive judgements;

**SPS 2** articulate their own and other people's ideas accurately, concisely, and persuasively both orally and in writing;

**SPS 3** articulate advanced knowledge and understanding of concepts and theories relating to Health and Social Care

### **Intellectual skills (IS)**

Typically, holders of this Postgraduate Diploma in Health and Social Care will be able to:

**IS 1** continue to advance their knowledge and understanding, and to develop new skills to a high level;

**IS 2** 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.

### **Transferable skills (TS)**

Typically, holders of this Postgraduate Diploma in Health and Social Care will also be able to show:

**TS 1** a well-developed ability to evaluate critically and systematically with current research and advanced scholarship in health and social care;

**TS 2** a well-developed ability to identify, evaluate, analyse, interpret and present considerable bodies of information independently while working to deadlines.

## **Programme Learning Outcomes for Master of Arts (MA)**

**Knowledge and Understanding - Upon successful completion of the programme students will have demonstrated:**

**KU1:** a systematic understanding of knowledge and critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic disciplines which are Health and Social Care related;

**KU2:** a well-developed critical reflection on their own particular standpoint, and a high level of understanding of the methodological and hermeneutical issues that are raised;

**KU3:** a strong ability to be critically reflective, with integration of academic literature relating theory and practice, where students are drawing on practical experience.

**Subject Specific - Upon successful completion of the programme students will have demonstrated:**

**SPS 1:** a sophisticated ability to represent views other than the student's own sensitively and intelligently with fairness and integrity, while, as appropriate, expressing their own identity without denigration of others through critical engagement in a spirit of generosity, openness and empathy;

**SPS2:** demonstrate with a high level of sensitivity awareness of the conviction and claims to certainty that may arise in Health and Social Care;

**SPS3:** demonstrate sophisticated understanding of the multi-faceted complexity of Health and Social Care;

**Intellectual Skills - Upon successful completion of the programme students will have demonstrated:**

**IS1:** a high degree of independence and self-direction in learning, taking responsibility for their own learning experience;

**IS2:** a high degree of engagement, interaction, and independent thinking and ability to find their own source material and literature;

**IS3:** a comprehensive understanding of techniques applicable to their own research or advanced scholarship.

**Transferable Skills - Upon successful completion of the programme students will have demonstrated:**

**TS 1:** An advanced ability to work autonomously exercising initiative and personal responsibility;

**TS 2:** A well-developed ability to identify, evaluate, analyse, interpret and present substantial bodies of information independently while working to deadlines;

**TS 3:** an advanced ability to evaluate critically current research and advanced scholarship in the discipline of Health and Social Care.

### **Section 3: Subject Benchmarking**

The Health and Social Care programme structure is aligned with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014) London; FHEQ as well as the 'Expectations' set out in the QAA's UK Quality Code for Higher Education (QAA 2015) regarding the setting and maintaining of academic standards and the development of enhancement and quality.

During the design of the programme, full reference has been made to the Quality Assurance Agency for Higher Education Benchmark Statement - '*A Draft Statement of Common Purpose for Subject Benchmarks for the Health and Social Care Professions: consultation*'.

The following QAA benchmark statements have also been consulted:

Social Policy and Administration 2007

Social Work 2008

Health Studies 2008

Early Childhood Studies 2014

Master's degrees in business and management 2007

Counselling and Psychotherapy 2013

Master's degrees in business and management 2007

Counselling and Psychotherapy 2013

### **Professional standards/requirements**

This Masters award is not designed to meet the requirements of any specific professional accreditation, nonetheless is in line with employer requirements in the health and social care sector. At present there is no prescribed professional accreditation or 'fitness to practice' criteria for generalist workers in the health and social care field, outside of the specific professions (e.g. social work, nurses, allied health professionals) registered with the Health Care Professions Council (HCPC). Employers, national organisations such as Health Education England, and sector skills bodies (Skills for Care and Skills for Care and Development) have been consulted and generally recognise that there is a no recognised route for professional accreditation in this area of work.

This masters degree award is not designed to meet the requirements of any professional accreditation, but is in line with employer requirements in the health and social care sector.

Although there is no specific QAA benchmark statement for Health and Social Care beyond the consultation on this in 2004 the following benchmark statements have been referred to:

*QAA Master's degrees in business and management 2007*

*QAA Counselling and Psychotherapy 2013*

#### **Section 4: Course Structure**

The MA course in Health and Social Care Leadership at BGU will deliver:

Semester 1: one 30 credit module and two 15 credit modules

Semester 2: two 30 credit modules

Semester 3: a 60-credit Dissertation module

Delivery will be structured in a way that ensures a viable route for those that are working/volunteering as leaders, as the teaching will take place between 1pm - 8pm weekly. There will also be independent learning time, depending on the module.

	<b>Semester 1</b> Oct - Jan	<b>Semester 2</b> Feb - June	
	HSC711 Organisational analysis 30 Credits  Presentation - 50% Field Diary - 50%	HSC717 Research Skills 30 Credits  Written Assignment – Research Proposal -100%	
	HSC712 The Essence of Leadership 15 Credits  Practical Assignment – presentation -100%	HSC715 Professional judgment and decision making 30 Credits  Written Assignment 3000 words - 50% Case Study 2500 words 50%	
	HSC718 Supervision of practitioners in health and social care 15 Credits  Reflective log 2000 words- 50% Case Study 3500 words 50%		
		<b>Semester 3</b> Jun - Sept	
		HSC716 Dissertation 15,000min-20,000max Words 60 Credits	

Potential part-time route (subject to demand) but not offered in Sept 2015

	<b>YEAR 1</b> <b>Semester 1</b> <b>Oct - Jan</b>	<b>YEAR 2</b> <b>Semester 1</b> <b>Oct - Jan</b>	
	HSC711 Organisational analysis 30 Credits  Presentation - 50% Field Diary - 50%	HSC717 Research Skills 30 Credits  Written Assignment – Research Proposal -100%	
	<b>YEAR 1</b> <b>Semester 2</b> <b>Feb - May</b>	<b>YEAR 2</b> <b>Semester 2</b> <b>Feb - May</b>	
	HSC712 The Essence of Leadership 15 Credits  Practical Assignment – presentation -100%	HSC715 Professional judgment and decision making 30 Credits  Written Assignment 3000 words - 50% Case Study 2500 words 50%	
	HSC718 Supervision of practitioners in health and social care 15 Credits  Reflective log 2000 words- 50% Case Study 3500 words 50%	<b>YEAR 2</b> <b>Semester 3</b> <b>Jun - Sept</b>	
		HSC716 Dissertation 15,000min-20,000max Words 60 Credits	

The Masters in Health and Social Care leadership at BGU aims to be a specialised, advanced programme of study in health and social care, shaped by the active research of the health and social care team. It aims to enable an in-depth knowledge and understanding of leadership

practice in the health and social care context, informed by current scholarly research, including a critical awareness of current issues and developments at the forefront of health and social care, through subject-specific modules and an independent work based research project.

It is also designed to ensure the learning on the programme is applied to the work context and that self directed learning, reflective practice and reflexivity on behalf of the learner, lead to improvements in practice.

The forms of assessment are designed to enhance professional skills and will be relevant to the development of a range of management careers in the health and social care field.

### **Work experience/placement information**

It is intended that all students will be operating within a work based setting, either working or volunteering, and will therefore have the means to apply knowledge and skills in their work context. This will offer them a valuable experience at work for the development of their careers.

### **Regulations**

This programme will adhere to the Bishop Grosseteste University, Programme Regulations, Taught Masters (Qa : B3), 0.02.

Many workers within the Health and Social Care field are not covered by a specific code of professional ethics. However, there is a requirement to work in an ethical way and the ethical framework will be one that will be examined by students throughout the course.

Ethics are studied and reflected upon throughout the programme. The importance of a robust ethical framework is the cornerstone of successful Health and Social Care practice. Throughout the programme students will reflect upon their own practice, consider their relationships, behaviours and values as practitioners, in line with the demands and expectations of the Health and Social Care sector as a whole.

For students undertaking research we will ensure that the appropriate procedures are in place to protect the rights, dignity and safety of those involved. We will also ensure that the appropriate systems are in place to approve, record and monitor all research activity.

Reference will be made to BGU Ethics policy and the Code of Practice and the relevant subject specific guidance as follows:

ESRC (Economic and Social Research Council) Framework for Research Guidance 2015

Health and Care Professions Council 'Standards of Education and Training' 2014 and 'Standards of proficiency - Social Workers in England'

DH (Department of Health) (2005) Research governance framework for health and social care, 2nd edn. London: DH

SCIE Report 51: The ethics of sustainable health and social care: Towards a framework for decision-making

Data Protection Act 1998 (as amended 2000)

Social Research Ethical Guidelines (2003)

Both the Academic Co-ordinator and the Senior Lecturer are registered social workers and as such are bound by the Health Care Professions Council standards of conduct, performance and ethics.

## **Section 5: Learning, Teaching and Assessment Strategy**

### **Knowledge and Understanding:**

The course will offer students a range of learning contexts in which to build and demonstrate knowledge and understanding. Professionals and leaders within the Health and Social Care field need to have understanding of the nature of critical enquiry and how current established techniques of research and analysis affect the way that knowledge base is interpreted. The syllabus is designed to introduce them to different methods of enquiry to encourage them to engage actively with the learning programme.

**Lectures**, some of which will be interactive, and will use audio and video for contextualisation of topics and problem based learning exercises, to encourage active student participation. The use of visiting speakers from local and national statutory, private and voluntary organisations will add a real life dimension to the study of Health and Social Care.

**Seminars**, some of which will be tutor led and some of which will be student led, will be designed around enquiry based learning, to encourage active participation. Students will be given the opportunity to discuss their experiences, findings and ideas to their peers or to take part in group presentations. This will encourage the development of the student's process of discovery to find their own voice.

**Group work sessions** will be used to explore topics or facilitate problem based learning. There will be the opportunity to critique and debate cutting edge issues and policies in Health and Social Care.

### **Intellectual Skills:**

Students will apply critical enquiry and creativity in the application of knowledge and independent judgment across the programme. Students will be provided with opportunities to acquire, analyse, evaluate and synthesise information through research and independent study and relate these to their work environment. They will achieve the required levels of intellectual skills through the use of rigorous and varied assessment practices across the module.

The aim of this type of approach is that it will enable the development of reflective professionals who can proactively influence their own management and development process, and that of others in the Health and Social Care.

### **Practical/Professional/Transferable Skills:**

Experiential, self directed teaching and learning strategies are used to enable students to develop personal, professional and transferable skills. Students will be encouraged to show insight and originality and demonstrate critical and reflective abilities and apply these to problem based approaches, to practice issues and case studies.

We use a variety of techniques and interventions, including simulations, focused discussions, debates, fishbowls, games, and guest presentations and discussions with active researchers,

practitioners, policy analysts, and clients. We provide indicative texts and supplementary reading and other electronic resources.

Independent and peer-supported strategies and independent research are present at all stages of the programme.

This pedagogical framework will facilitate the development of the students learning experience and augment their knowledge and skills through engagement and autonomy rather than through passive receptivity.

### **Assessment methods**

We want our students to demonstrate skills of critical inquiry, reflexivity and analysis that can be applied to the workplace.

A broad range of assessment methods will be used to ascertain the student's knowledge and understanding of the subject and their ability to integrate theory and practice. This will include academic essays, seminar papers, project work, report writing, small group project work, self assessment exercises, the dissertation and associate research topic and examinations.

The assessments are designed to develop knowledge and understanding of the subject and their ability to integrate theory and practice. The assessments will be aimed to ensure that students' are developing their power of critical enquiry, independent judgement and creative use of their learning. Workshop based exercises and a wide range of activities are designed to provide constructive feedback on developing practice and give the opportunity to test out ideas. Each module has a set of learning outcomes. Students will have a choice of methods and formats to demonstrate those outcomes.

**Assessment Plan**

				Assessment and learning methods (see key below)						
				A W	B P	C C	1S	2I	3P	Expected percentage
Module code (if known)	Module description	Credits	Year	%	%	%				Expected percentage
<b>HSC711</b>	Organisational analysis	30	1		50	50	10	90		
<b>HSC712</b>	Essence of Leadership	15	1		100	0	10	90		
<b>HSC717</b>	Research Skills	30	1		0	100	10	90		
<b>HSC718</b>	Supervision of practitioners in health and social care	15	1		0	100	10	90		
<b>HSC715</b>	Professional judgment and decision making	30	1	0	0	100	10	90		
<b>HSC716</b>	Dissertation	60	1	0	0	100	10	90		

## Section 6: Curriculum Map

Module Code	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	TS1	TS2	TS3
<b>HSC711</b>	X	X	X	X	X		X	X	X	X	X	
<b>HSC712</b>	X	X	X		X	X	X	X	X	X	X	X
<b>HSC717</b>		X	X	X	X	X	X	X	X		X	X
<b>HSC718</b>	X	X	X	X		X	X	X	X	X	X	X
<b>HSC715</b>	X	X	X		X	X	X	X	X	X	X	X
<b>HSC716</b>	X	X	X	X	X	X	X	X	X	X	X	X

