

## Graduate Certificate in Managing Health and Social Care : Programme Specification

<b>1. Awarding Institution/Body</b>	University of Worcester
<b>2. Teaching Institution</b>	University of Worcester
<b>3. Programme Accredited By</b>	Recognised by Institute of Healthcare Management
<b>4. Final Award</b>	Graduate Certificate
<b>5. Programme Title</b>	Graduate Certificate in Managing Health & Social Care
<b>6. Pathways Available</b>	Not Applicable
<b>7. Mode and/or site of delivery</b>	UW or client, taught modules
<b>8. Mode of Attendance</b>	Part time over 1 year through monthly one day workshops supported by blended learning (on-line study)
<b>9. UCAS Code</b>	N/A
<b>10. Subject Benchmark Statement</b>	General business and management (2007)
<b>11. Date of Programme Specification Preparation/ Revision</b>	Feb 2012
<p><b>12. Educational Aims of the Programme</b></p> <p>The Graduate Certificate in Managing Health &amp; Social Care is a programme designed around the needs of first line and middle managers in the health and social care professions.</p> <p>The programme is designed for all managers, irrespective of professional or functional background who are:</p> <ol style="list-style-type: none"> <li>1. Moving into management for the first time, or experienced first-line managers.</li> <li>2. First line / middle managers wishing to develop or consolidate their management skills.</li> <li>3. Returning to work after a career break.</li> </ol> <p>The twelve month programme is offered on a part-time basis and is designed to enable students to develop practical management skills against the <i>National Occupational Standards for management and leadership</i>. The programme aims to provide students with the theories, tools and techniques to manage people and services effectively in the health and social care sectors, and to help them to make the most efficient use of financial resources and information. It is designed to improve students' ability to influence others in order to achieve results. It focuses on applied learning, encouraging students to relate new knowledge and skills to real workplace situations. In particular, the purpose of the programme is to provide students with:</p> <ul style="list-style-type: none"> <li>• A stimulating academic environment which is based upon the values of academic openness and critical appraisal;</li> <li>• The basis for further professional development, and to encourage them to take responsibility for their own CPD and those for whom they are responsible;</li> <li>• The knowledge, understanding and skills to become more effective in their management roles;</li> <li>• The capacity to develop and apply management skills as a basis for enhancing client care;</li> <li>• A multidisciplinary approach to health and social care management issues;</li> <li>• A critical understanding of the management of change in the health and social care services;</li> <li>• The ability to explore their potential, and increase their awareness and self confidence;</li> <li>• Progression opportunities to other programmes such as the MBA in Executive Leadership &amp; Management (Health and Social Care).</li> </ul>	

<b>13. Intended Learning Outcomes and Learning, Teaching and Assessment Methods</b>	
<p><b>Knowledge and understanding:</b></p> <ul style="list-style-type: none"> <li>• The knowledge, skills and competencies required for first-line managerial positions within health, social care and voluntary organisations.</li> <li>• The application of critical thinking to the successful management of health, social care and voluntary organisations.</li> <li>• The basis of operational decision making, and how the drivers of change can influence policy making.</li> </ul>	<p><b>Examples of teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• Self-study using learning materials available via the VLE.</li> <li>• A programme of one-day or half-day interactive workshops, comprising group work sessions.</li> <li>• Peer-learning sets operating within the context of the organisation.</li> <li>• The researching and writing of work-based assignments and subsequent oral and written feedback</li> <li>• Assessment by a variety of means including reports, reflective pieces and organisational research-driven tasks.</li> </ul>
<p><b>Cognitive and intellectual/ skills:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and dealing with complex issues of management and leadership.</li> <li>• Critical appraisal applied to current areas of the management curriculum, and to the context of their work within their organisation.</li> <li>• The development and application of a range of management techniques and tools appropriate to first-line management in the areas of people, resources, operations and information.</li> <li>• Analysis and interpretation of a variety of financial and non-financial data as applied to a range of health and social care management situations.</li> <li>• Exercising judgement and understanding in relation to ethical issues.</li> <li>• Reflecting critically upon own existing practice</li> </ul>	<p><b>Examples of teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• All modules require learners to engage in discussion of key issues and the application of key concepts</li> <li>• Case study analysis and group discussions, offer students the opportunity to engage in problem solving and complex issues</li> <li>• Modules in the area of finance and service delivery require analytical skills to be applied to a variety of data</li> <li>• Modules in human resource management and service delivery raise issues in which judgement needs to be exercised</li> <li>• Intellectual and cognitive skills are assessed by means of a range of written assignments.</li> </ul>
<p><b>Practical skills relevant to employment:</b></p> <ul style="list-style-type: none"> <li>• Appreciate their own management role within the organisation and be sensitive to the differing perspectives of others.</li> <li>• Identify their personal development needs and devise appropriate action plans.</li> <li>• Develop the necessary skills to work effectively with and to lead others within health and social care organisations.</li> <li>• Plan, manage and make sound judgements in accordance with the core values of health, social care and voluntary organisations.</li> <li>• Understand and apply approaches to resource management in dealing with complex issues.</li> <li>• Presentation skills.</li> </ul>	<p><b>Examples of teaching, learning and assessment methods used:</b></p> <ul style="list-style-type: none"> <li>• ILS contact runs session during induction relating to information resources available, in addition to OU distance-learning materials.</li> <li>• Group and individual tasks involving library and internet-based information retrieval feature in various modules.</li> <li>• Chat-room facilities enabled through a VLE (Blackboard)</li> <li>• Personal Development assessment forms part of the assessment strategy of the course.</li> <li>• Project-based tasks involving group activities.</li> <li>• Written assignments used to assess analytical skills.</li> </ul>
<p><b>Transferable/key skills:</b></p>	<p><b>Examples of teaching, learning and assessment methods used:</b></p>

- Numeracy and quantitative skills
- Two-way communication skills, e.g. negotiation and persuasion
- Self management skills and personal effectiveness, e.g. time management
- Professional development
- Effective use of ICT.

- Quantitative skills taught through use of worked examples, e.g. in finance & information management
- Group exercises involving role-play are used to develop two-way communication skills
- Advice on time management skills are conveyed as an integral element of successfully completing assignments.
- Certain quantitative skills are assessed through appropriate formative and summative assignments.

An audit of programme learning outcomes mapped against constituent modules is included as Appendix A in the Course Handbook

A wide variety of learning and teaching methods embracing blended learning have been designed for use in the modules that comprise the Graduate Certificate in Managing Health & Social Care programme.

Support for students, in relation to study skills, takes a variety of forms on the programme. Since students will only attend for one day each month, academic study skills and report writing requirements may require additional support. Guidance on study skills is provided at induction, where students are directed to both workshops available through the Students Union, and also on-line support material from the Information and Learning Service. The course materials themselves also offer valuable advice around the area of study skills.

In developing the programme, consideration has been given to the following strategies: -

- The development of relevant study materials;
- Tutorial and learning support provided through half-day and full-day workshops by tutors from Worcester Business School.
- Peer Learning Sets, run by the delegates themselves (with initial guidance from UW tutors), giving them an opportunity to;
  - discuss and reflect upon key issues;
  - apply the learning achieved to the work-place;
  - learn from each other and provide mutual assistance
- Tutor surgeries are available when students need personal support and advice.

The materials provide a key vehicle for managers both to acquire and apply new management skills and knowledge within the context of their own job and workplace. The workshops provide tutorial guidance and support to underpin the material and assist in applying learning to practical, work based situations. Each student has an Academic Tutor assigned to them who is responsible for his/her academic welfare, and for supporting the student as they reflect upon how their learning informs practice. The students are expected to apply their learning to the workplace, focus upon changes to their management style and behaviour and apply success criteria for their personal development plans. Moreover, the learning & teaching strategies employed provide an effective link between the consideration of their own personal development needs and the needs of their employers. The Peer Learning Sets are run by the delegates themselves (with initial guidance from tutors), giving them an opportunity to;

- discuss and reflect upon key issues;
- apply the learning achieved to the work-place;
- learn from each other and provide mutual assistance

Participating Trusts may provide work-place mentors for the students, who, amongst other things, provide support, advice and encouragement. These mentors are individuals who already possess considerable N.H.S. and Social Care-based managerial experience

Supervision and guidance is facilitated through:

- The adoption of teaching and learning strategies, as outlined above.
- Workplace mentorship (*if available*)
- Scheduling of tutorial contact on a regular basis via workshops and personal tutorials to coincide with times when support is particularly needed, e.g., preparation of assessments;
- Informal dialogue on a regular basis with the Training Managers of the employers;
- Assessment approaches have been adopted which are compatible with, and enhance, the teaching and learning ethos.

The teaching and learning strategies for individual modules that have been outlined in this document have been undertaken in accordance with the [University's Learning, Teaching and Assessment Strategy](#)

#### **14. Assessment strategy**

As with the Learning and Teaching strategy, outlined above, the Assessment strategy has been designed to provide students with a variety of tasks appropriate for undergraduate level work. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed.

Students are required to complete assessed work on an individual basis. However, at this level, students are also actively encouraged to discuss their understanding of models, concepts and theories, and more importantly their application to a given scenario, with other members of their group. This allows students to share ideas and experiences, test their understanding, and more critically evaluate the models under discussion. In this way students learn from each other and develop relationships that will help them through the rest of their studies.

In line with UW [Assessment Policy](#), wherever practicable, coursework will be marked anonymously. Marking of student work is internally and externally verified via a minimum of 15% sample of work for every element of assessment. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own [procedures for investigation of cases of alleged cheating](#).

In testing student understanding great use is made of relevant and up to date case studies that encourage students to apply management theories, models and concepts to critically evaluate real world situations. In addition, assessment is linked to the student's own workplace. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations.

The overall purpose of this assessment is to enable students to:

- \* Demonstrate that they have the intellectual rigour commensurate with a course of this nature and have developed the analytical skills expected of study at Level 6 (FHEQ).
- \* Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the course and apply them to critically evaluate real world scenarios
- \* Gain experience in working individually and as part of a team (formatively)
- \* Maximise the opportunity to utilise and share their own experience(s) and studies to

produce concise documents of the kind used in the management decision making process

- \* Receive continuous, regular and appropriate feedback throughout the course
- \* Develop the intellectual and practical abilities required of managers

In line with the University of Worcester [Assessment Policy](#) assessments for the individual modules have been designed to enable students to demonstrate that they have successfully met the learning outcomes. Assessment items are scheduled so that they can be completed on an ongoing basis throughout the academic year. Detailed assessment briefs are given to students at the start of a module.

Students are assessed by a combination of course work items, of both a formative and summative nature. The range of assessments specified in the module outlines (see Appendix B in the Course Handbook for a summary) have been developed in order to support the pedagogical approaches employed and which are appropriate for the nature of the subject disciplines covered. It has also been the course team's intention to set the students assignments that are relevant to their organisation and role. Assessment styles allow formative assessment as in the use of dry-runs for the Personal Development Audit completed as part of module BUSM3910, in preparation for final summative assessment.

Student work is graded according to the [University's Generic Undergraduate Grade Descriptors](#). The minimum pass grade is D- for each module in accordance with the [Undergraduate Regulatory Framework](#). Specific assessment criteria, which reflect the Intended Learning Outcomes are also published for each assessment.

## 15. Programme structures and requirements

The Graduate Certificate in Managing Health & Social Care Programme comprises the following level 6 modules:

Module Code	Module Title	Module Status	Level 6 (FHEQ) Credit Value
BUSM 3910	The Manager	Mandatory	15
BUSM 3911	Managing People	Mandatory	15
BUSM 3912	Managing Services	Mandatory	15
BUSM 3913	Managing Information	Mandatory	15

Students who complete the four 15 credit point core modules (BUSM3910, BUSM3911, BUSM3912 and BUSM3913) are eligible for the award of the Graduate Certificate in Managing Health & Social Care, worth 60 credits at level 6. Students who wish to progress to the MBA in Executive Leadership & Management (Health & Social Care) award will be allowed to do so subsequent to an assessment of the appropriateness of their level of management experience.

The programme is designed to allow students to complete the Graduate Certificate award in part time mode over one year. Attendance at all scheduled group sessions is strongly encouraged and students who are unable to attend should provide prior notification to the course manager via e-mail.

## 16. QAA Academic Infrastructure

The [QAA Subject Benchmark for General Business and Management](#) (2007) specifies key

areas of knowledge and understanding to be covered in undergraduate programmes, and has informed the assessment strategy for this undergraduate programme. The mapping exercise shown in Appendix C of the Course Handbook demonstrates the way in which the four modules (BUSM3910 to BUSM3913) support the key areas of knowledge and understanding.

The QAA subject benchmark also provides a skill set for undergraduate programmes and these have been mapped in Appendix D of the Course Handbook to show which modules act to support the key subject-specific and transferable skills associated with business & management

The programme conforms to the requirements set out for undergraduate qualifications by the [Framework for Higher Education Qualifications](#) (FHEQ). Assessments have been selected that will provide students with an opportunity to engage in a critical review and application of theoretical tools, techniques and ideas relevant to the various aspects of health and social care management, and applied to an area relevant to a health or social care organisational setting.

The programme is recognised by the [Institute of Healthcare Management](#) (IHM) as appropriate for membership and is designed to align with the IHM's own study materials and intended learning outcomes.

The [National Occupational Standards for Management and Leadership](#), (which outline the performance criteria, related skills, knowledge and understanding required to effectively carry out various management and leadership functions) have also informed the design of this programme.

## **17. Support for students**

The following activities and documents have been put in place to provide support for undergraduate students at Worcester Business School:

- Induction programme
- Course handbook and modules outlines
- Support from the School's Academic Liaison Librarian
- Support from the University's Information and Learning (ILS) staff during induction and through the Student Information Desk and [Study Skills](#) sheets
- Representation on Staff Student Consultative Committee (sub-committee of Course Management Committee) to address course-wide issues
- Each student is allocated an academic tutor to provide academic and PDP guidance as well as signposting to welfare support when required
- Registry provides student-specific information, including module results, on the SOLE page of the University website
- Range of support services through Student Services including [welfare and financial advice](#)
- The [Disability & Dyslexia Service](#) implements codes of practice in relation to disability and racial and other forms of discrimination
- [Students' Union](#)

## **18. Admissions policy, criteria and procedures**

### **Admissions Policy for the course**

The Graduate Certificate in Managing Health & Social Care is a programme designed around the needs of first line and middle managers in the health and social care professions.

The programme is designed for all managers, irrespective of professional, functional specialism, gender or ethnic background who are:

1. Moving into management for the first time, or experienced first-line managers.
2. First line / middle managers wishing to develop or consolidate their management skills.
3. Returning to work after a career break.

### **Entry requirements**

General admissions requirements of the programme are as follows:

- An HNC, HND, Foundation Degree or equivalent and work experience, or
- Relevant management experience at the appropriate level for the award
- International students holding an undergraduate qualification recognised by the University
- Students whose first language is not English should normally be able to demonstrate proficiency to a minimum level of 6.0 IELTS

### **Admissions procedures**

Entry to the Programme shall require all applicants to complete an application form which gives a variety of information about the delegate's work experience, qualifications and motivation. These will be checked by the Programme Manager.

### **Admissions/selection criteria**

The programme manager must be satisfied that the applicants are at the appropriate stage in their management development to benefit from the Programme and be capable of undertaking a programme of academic work or offer evidence of academic ability, experience, qualifications and motivation.

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards, include:

- Module feedback
- Annual Evaluation Report completed by programme manager
- Periodic review (quinquennial) including external scrutiny
- Peer teaching observation
- External examiners reports
- Academic staff annual appraisal
- Feedback from workplace mentors (where applicable)

Committees with responsibility for monitoring and evaluating quality and standards

- Business School Departmental Quality Assurance Committee
- Business School Post Results Moderation Group
- Course Staff Student Consultative and Course Management Committee chaired by Programme manager, and including staff and student membership to oversee operation of the course, and to meet mid-way through the course and at the course-end as part of

- a programme evaluation
- University Academic Standards and Quality Enhancement Committee
- University Ethics Committee
- University Learning, Teaching and Student Experience Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Module feedback questionnaires
- Staff Student Consultative committee students matters item
- Meetings with academic tutor
- Meetings with mentors/ training managers (at sponsoring organisations, and where applicable). It should be noted that organisation-based mentors, whilst strongly encouraged and desirable, are not mandatory for the programme. Guidance sessions for mentors and mentees are integrated with the programme. Students who are unable to make arrangements for mentor support will be notified that they must make at least two appointments with their personal tutor during the course of the programme.

The Business School has a number of Teaching Fellows with the responsibility of developing and enhancing the learning experience of all students within the school

## **20. Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

### **Requirements for Awards**

The following award will be available to students who meet the following requirements:

<i>Award</i>	<i>Requirement</i>
Graduate Certificate in Managing Health & Social Care	60 credits at Level 6 (NQF)

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression and awards as appropriate.

## **21. Indicators of Quality**

- The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.
- Director of Business Development is a trained QAA Institutional Auditor.
- Many members of staff engaged in developing the programme are actively engaged in relevant research and consultancy in the disciplines of management in a health and social care context
- The Annual External Examiners Report (2011) for the GCMHSC programme was very supportive
- University of Worcester holds the Investors in People kitemark which was renewed in 2011.

## **22. Employability and graduate destinations**

- Worcester Business School has a Director of Business Development, Business Development Manager, a Work Placement Co-ordinator, and dedicated administrative staff to promote closer links with employers. These, together with the Programme Manager for the Graduate Certificate in Managing Health & Social Care will be responsible for external liaison.
- The School has strong working relationships with a variety of Health and Social Care organisations, including, Worcestershire Acute Hospitals NHS Trust, Birmingham and Solihull Mental Health Trust, Sandwell Authority, Herefordshire Council and Worcestershire County Council. Through the University's Institute of Health and Society, the University has strong links with a number of private organisations e.g. BUPA Southbank Hospital, Worcester. These organisations have members drawn from the IHM which recognises the award presented here.
- The Business School's specialist research centre, the Centre for People at Work, has a wide range of projects and opportunities to provide links with employers.
- University of Worcester Careers Advisory Service provides on-going support for students
- Periodic Career Fairs are organised by Student Services.

**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 she/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the Course Handbook and module guides. The accuracy of the information contained in this document is reviewed by the University of Worcester and may be checked by the Quality Assurance Agency for Higher Education or other appropriate bodies.

Key sources of information about this course can be found in:

- Student Course Handbook
- [Undergraduate Regulatory Framework](#)
- University of Worcester UG Student Handbook

Further information can be found on the University's website at: [www.worcester.ac.uk](http://www.worcester.ac.uk)