

PROGRAMME SPECIFICATION

MBA in Executive Leadership & Management (Health & Social Care)

This document applies to students who commence the programme in or after
September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester (UW)
3.	Programme accredited by	Not applicable
4.	Final award	MBA, PGDip, PGCert
5.	Programme title	MBA in Executive Leadership and Management (Health & Social Care) PG Diploma in Leadership & Management (Health & Social Care) PG Certificate in Leadership & Management (Health & Social Care)
6.	Pathways available	Not applicable
7.	Mode and/or site of delivery	Students study modules through attendance at workshops delivered at day-schools or short block attendance e.g. weekends at the University and other sites approved by the University
8.	Mode of attendance	Part-time
9.	UCAS Code	Not applicable
10.	Subject Benchmark statement and/or professional body statement	Masters Awards in Business and Management (2015)
11.	Date of Programme Specification preparation/ revision	March 2013 January 2017 - updated in line with latest UW regulations and Subject Benchmarks August 2017 - AQU amendments

12. Educational aims of the programme

The MBA in Executive Leadership and Management (Health & Social Care) is a postgraduate programme comprising bite-size packages of learning. A key purpose of the programme is to enhance understanding of leadership, management and governance in the Health and Social Care sector and to develop awareness and understanding of how to optimise human resources within financial and operational constraints. It seeks to improve personal effectiveness, contributing to improved organisational performance, and thereby enhancing the quality of management as a profession in general and within the health and social care sectors in particular.

The MBA in Executive Leadership & Management (Health & Social Care) is open to Chief Executives, Directors, Senior and Middle Managers. The programme focuses upon applied and contextualised learning, encouraging students to relate new knowledge and skills to real leadership and management scenarios and to draw upon their own experiences of leadership and management issues to inform ongoing learning, and improve future effectiveness. Contextualisation is an important feature of the programme obtained via peer learning from

fellow students, who already have a minimum of 2 years business/management experience at an appropriate senior level; and interaction with tutors, who have direct experience of working with the health and/or social care sectors.

In particular, the purpose of the programme is to provide students with:

- 1) An advanced and contextualised understanding of leadership and management in health and social care organisations and the changing external context in which they operate.
- 2) Opportunities for the systematic development of the skills of objective analysis, evaluation and presentation to enable students to further develop confidence in effectively appraising and implementing management strategies.
- 3) The capability to understand their own approach to the role of leadership and to inform this approach through the development of appropriate knowledge, skills, behaviours and techniques in a dynamic way.
- 4) An ability to explore and apply knowledge and understanding of organisations, leadership and management to complex issues, both systematically and creatively, to improve leadership and management practice of self and others working within the health and social care sector, thereby contributing to sector sustainability
- 5) Enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to the health and social care sector(s) and to society at large.
- 6) A stimulating academic environment which is based upon the values of academic openness and critical appraisal.

13. Intended learning outcomes and learning, teaching and assessment methods

PG Certificate in Leadership & Management (Health & Social Care) award

The following applies to the successful completion of the PG Certificate in Leadership & Management (Health & Social Care) award:

Knowledge and understanding:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • The role and functions of leadership and management within the context of internal and external markets of the health and social care sector • Investigation of selected core disciplines of business and management including finance, human resource management, operations management and business strategy • Their own leadership capabilities and how to develop their own capabilities and those of others in the future • The application of strategic thinking to successful leadership and management in health and social care organisations in a prescribed range of scenarios 	<ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials and self-study • The researching and writing of work-related assignments with structured tutor support and feedback • In-depth, self-directed research and tutorial guidance, discussion and guest practitioner speakers from the health and social care sectors • Assessment, contextualised to the health and social care sectors, is by a variety of means including investigative and case study

<ul style="list-style-type: none"> • The key drivers of change affecting leadership and management including the impact of policy upon the conduct and performance of health and social care organisations. • The processes of strategic problem solving and decision making within the context of ethical principles, practices and governance within the health and social care sector 	<p>reports, the analysis of reflective papers, essay writing, practical group activities and research-driven tasks.</p>
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Cognitive and intellectual skills:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
<ul style="list-style-type: none"> • Critical thinking and critical appraisal applied to selected areas of leadership and management relevant to the health and social care sectors • Problem solving and dealing with complex issues of leadership and management within the context of the health and social care sectors • Interpretation and abstracting meaning from a variety of data to inform strategic decision making • Exercising judgement and understanding in relation to selected ethical issues and practice. 	<ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts. These discussions will involve tutors and guest speakers with practitioner experience of the health and social care sector, as well as the student peer group of experienced senior managers • Analysis of case studies relevant to the health and social care sectors, offers students the opportunity to engage in problem solving and complex issues • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments and work-related projects.

Practical skills relevant to employment:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
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<ul style="list-style-type: none"> • Critical reflection upon own role within the organisation and sensitivity to the differing perspectives of others. • Information retrieval, organisation analysis, evaluation, presentation and effective dissemination • Working effectively with and leading others within a variety of organisational contexts • Strategic planning, management and the making of sound judgements in accordance with the core values of own organisation of the broader health and social care sector 	<ul style="list-style-type: none"> • VLE designed to guide and inspire learners through the assessment process linked to workshops • Group and individual formative tasks involving information retrieval • Project-based tasks involving group management and co-ordinated presentation • Written assignments used to assess research skills.
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Transferable/key skills:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
<ul style="list-style-type: none"> • 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 • Teamwork 	<ul style="list-style-type: none"> • Group exercises involving role-play are used to develop two-way communication skills • Time management skills are conveyed as an integral element of successfully completing assessments

PG Diploma in Leadership & Management (Health & Social Care) award

The following applies to the successful completion of the PG Diploma in Leadership & Management (Health & Social Care) award **and includes all of the above for the PG Certificate in Leadership & Management (Health & Social Care):**

Knowledge and understanding:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
<ul style="list-style-type: none"> • The core disciplines of business and management including finance, human resource management, operations management and business strategy • The principles and practice of leadership in health and social care organisations • The application of strategic thinking to successful leadership and management in health and social 	<ul style="list-style-type: none"> • A programme of interactive seminars, group work sessions, individual tutorials and self-study • The researching and writing of work-related assignments with structured tutor support and feedback • In-depth, self-directed research and tutorial guidance, discussion and guest practitioner speakers from the health and social care sectors

<p>care organisations in a prescribed range of scenarios</p> <ul style="list-style-type: none"> • The processes of strategic problem solving and decision making within the context of ethical principles, practices and governance within the health and social care sector. 	<ul style="list-style-type: none"> • Assessment, contextualised to the health and social care sectors, is by a variety of means including investigative and case study reports, the analysis of reflective papers, essay writing, practical group activities and research-driven tasks.
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Cognitive and intellectual skills:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
<ul style="list-style-type: none"> • Critical thinking and critical appraisal applied to selected areas of leadership and management relevant to the health and social care sectors • Problem solving and dealing with complex issues of leadership and management within the context of the health and social care sectors • Interpretation and abstracting meaning from a variety of data to inform strategic decision making • Exercising judgement and understanding in relation to selected ethical issues and practice. 	<ul style="list-style-type: none"> • All modules require learners to engage in discussion of key issues and the critical application of key concepts. These discussions will involve tutors and guest speakers with practitioner experience of the health and social care sector, as well as the student peer group of experienced senior managers • Analysis of case studies relevant to the health and social care sectors, offers students the opportunity to engage in problem solving and complex issues • Modules raise issues in which judgement needs to be exercised • Intellectual and cognitive skills are assessed by means of written assignments and work-related projects.

Practical skills relevant to employment:

<p>On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:</p>	<p>Examples of teaching, learning and assessment methods used:</p>
<ul style="list-style-type: none"> • Critical reflection upon own role within the organisation and sensitivity to the differing perspectives of others. • Information retrieval, organisation analysis, evaluation, presentation and effective dissemination • An ability to conduct research investigations into leadership and management issues 	<ul style="list-style-type: none"> • VLE designed to guide and inspire learners through the assessment process linked to workshops • Group and individual formative tasks involving information retrieval • Project-based tasks involving group management and co-ordinated presentation • Written assignments used to assess research skills.

Transferable/key skills:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none">• High-level numeracy and quantitative skills• Effective use of ICT and demonstrations of ability in utilising a range of appropriate software packages	<ul style="list-style-type: none">• Quantitative skills taught through finance modules• Group exercises involving role-play are used to develop two-way communication skills• Time management skills are conveyed as an integral element of successfully completing assessments• High-level quantitative skills are assessed through financial analysis• Reflective learning is promoted through key assignments in the Leadership modules

MBA in Executive Leadership and Management (Health & Social Care) award

The following applies to the successful completion of the MBA in Executive Leadership and Management (Health & Social Care) award **and includes all of the above for the PG Diploma in Leadership & Management (Health & Social Care):**

Knowledge and understanding:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none">• The processes of strategic problem solving and decision making within the context of ethical principles, practices and governance within the health and social care sector• The range of research methodologies that can be applied to the study of business management and leadership within the health and social care sector	<ul style="list-style-type: none">• A programme of interactive seminars, group work sessions, individual tutorials and self-study• The researching and writing of work-related assignments with structured tutor support and feedback• In-depth, self-directed research and tutorial guidance, discussion and guest practitioner speakers from the health and social care sectors• Assessment, contextualised to the health and social care sectors, is by a variety of means including investigative and case study reports, the analysis of reflective papers, essay writing, practical group activities and research-driven tasks• Research-based knowledge and understanding is assessed through the dissertation in the final stages of the MBA.

Cognitive and intellectual skills:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none">• Critical thinking and critical appraisal applied to selected areas of leadership and management relevant to the health and social care sectors• Exercising judgement and understanding in relation to selected ethical issues and practice.	<ul style="list-style-type: none">• All modules require learners to engage in discussion of key issues and the critical application of key concepts. These discussions will involve tutors and guest speakers with practitioner experience of the health and social care sector, as well as the student peer group of experienced senior managers• Analysis of case studies relevant to the health and social care sectors, offers students the opportunity to engage in problem solving and complex issues• Modules raise issues in which judgement needs to be exercised• Intellectual and cognitive skills are assessed by means of written assignments and work-related projects.

Practical skills relevant to employment:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none">• Information collection, processing, organisation analysis, evaluation and effective dissemination, via a substantive independent research project• An ability to conduct independently managed research into leadership and management issues within the Health & Social Care sector with supervisory support	<ul style="list-style-type: none">• VLE designed to guide and inspire learners through the assessment process linked to workshops• Group and individual formative tasks involving information retrieval• Project-based tasks involving group management and co-ordinated presentation• Research methods module and dissertation provide group-based and individual support for the development of research skills• Written assignments used to assess research skills.

Transferable/key skills:

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	Examples of teaching, learning and assessment methods used:
<ul style="list-style-type: none">• Numeracy and quantitative skills, appropriate to an independent research investigation (dissertation)• High-order self-management skills and personal effectiveness, e.g. in relation to the planning, research and write-up of the dissertation• Effective use of ICT and demonstrations of ability in utilising a range of appropriate software packages, to complete a substantive research project (dissertation)	<ul style="list-style-type: none">• Quantitative skills taught through worked examples in finance modules and research methods• Group exercises involving role-play are used to develop two-way communication skills• Time management skills are conveyed as an integral element of successfully completing assessments• High-level quantitative skills are assessed through financial analysis• Reflective learning is promoted through development of the research proposal for the dissertation

In developing the MBA in Executive Leadership & Management (Health & Social Care) programme, consideration has been given to the following: -

- Facilitation of self-directed and autonomous learning via the assessment process;
- The need to encourage supportive (informal) learning networks via the VLE;
- Facilitation of active reflection upon own leadership style, management role, associated competencies and potential.
- A learning experience contextualised to the health and social care sectors
- A peer supported learning approach, whereby students will learn with and from other senior managers from the health and/or social care sectors
- Assessment approaches which are compatible with, and reflect, the teaching and learning ethos of Worcester Business School and the University of Worcester, namely a student-centred learning paradigm.

A wide variety of learning and teaching methods have been designed for use in the modules that comprise the programme. Particular care has been taken to ensure that modules utilise complementary teaching, learning and assessment approaches so that students experience a good balance of activities. Tutors with experience of working in the health and social care sectors will ensure that learning is appropriately contextualised via sector-specific examples, case studies, and additional guest speakers.

In designing the programme, great care has been taken to adopt a blended learning approach to suit the needs of part-time learners who also have significant and senior work commitments in the health and social care sector where time and availability will need to be flexible. Accordingly, workshops are integrated as part of the learning process with on-line resources available via the Virtual Learning Environment (VLE), and individual tutorial support. The workshops (2 x one-day per month, for example), will be facilitated by tutors and will draw upon the experience of the group in addressing intended learning outcomes. The sessions will be structured using a variety of activities, including group discussion, case study analysis, role play, simulation and tutor input.

Those students seeking accreditation will be directed towards the VLE supporting the specific module, which will contain as a minimum, the module outline, assessment details and accompanying assessment criteria, details of essential reading and hyperlinks to internet-based resources or key on-line articles from the University website and Institute of Health Management websites.

Guidance on study skills is provided both during induction, and via the VLE in the form of on-line support material developed by the University Information and Learning Service. Students will also be directed to other University-based support provided via the Course Manager, for example.

14. Assessment Strategy

The Assessment strategy of the programme, like the Learning and Teaching strategy, has been designed to provide students with a variety of challenges appropriate for Masters level modules in leadership and management. The range of assessments are specified in the module outlines accompanying this handbook (see Table in appendix for a summary). Whilst students are required to complete summative assessed work on an individual basis, students at postgraduate level, are 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 the sharing of ideas and experiences, testing of understanding, and a greater critical evaluation of the ideas under discussion. This sharing of ideas is encouraged through the VLE. In this way students learn from each other and develop relationships that will help them through the rest of their programme. Formative assessment is therefore often conducted by group. Opportunities for formative assessment are identified within individual modules. Detailed assessment briefs are made available to students via the VLE.

In line with UW requirements, wherever practicable, assignments will be marked anonymously. In marking assessed work, moderation and double marking is standard practice. Where there is some doubt as to the authorship of an assessment, University of Worcester has its own published policy for investigating plagiarism.

In testing student understanding great use is made of relevant and up to date case studies that encourage students to apply leadership and management theories, models and concepts to critically evaluate their own work-based situations. In this way students are encouraged to use their studies to critically evaluate and reflect upon their own organisations and issues.

The overall purpose of assessment of the programme is to enable students to:

- Demonstrate that they have the intellectual rigour commensurate with a programme of this nature and have developed the analytical skills expected of study at post-graduate level
- Develop and demonstrate their capacity for in-depth research and the ability to arrive at creative and critical responses to leadership and management issues in general and within the health and social care sectors in particular
- Demonstrate the ability to synthesise appropriate theories, models and concepts from a range of modules studied on the programme and apply them to critically evaluate real world leadership and management scenarios in the health and social care sectors
- Maximise the opportunity to utilise and share their own experience(s) and research to produce concise documents of the kind used in the management decision making process
- Receive continuous, regular and appropriate feedback throughout their engagement with the programme
- Develop the intellectual and practical abilities required of effective leaders and managers in the health and social care sectors

Students will receive support from their module tutor during the period of assessment of the module. This will be for a period of up to six weeks beyond the date of the final day of the course, and prior to the published deadline for submission. During this time, students will have access to the VLE which will offer guidance, web links and other materials designed to support the student in engaging with the assignment. Students will also have access to tutors via the telephone, e-mail and/or Skype as appropriate. The assignments are designed to demonstrate critical thinking around the specific issue or problem which will form the focus of the assignment. It is expected that appropriate theoretical ideas will be used from the course and wider reading, as directed, and applied appropriately and relevantly in the course to analyse/evaluate/address the issue or problem. There will be an opportunity to apply these ideas and reflect critically upon them in order to evaluate their appropriateness in given situations within health and social care and students' own learning/work experiences.

In designing the assessment strategy for the MBA in Executive Leadership & Management (Health & Social Care) programme, the course team have been careful to align with the [University's Assessment Policy](#) and the University's [Generic Masters Grade Descriptors](#).

15. Programme structures and requirements

The following awards are completed by taking and passing modules of study, some of which are mandatory (as indicated). The maximum registration periods allowed for the completion of these awards in part time mode (without credit on entry) are as follows:

MBA in Executive Leadership and Management (Health & Social Care)	6 years
PG Diploma in Leadership & Management (Health & Social Care)	4 years
PG Certificate in Leadership & Management (Health & Social Care)	2 years

Further information about the regulations pertaining to these awards can be found in the [Taught Courses Regulatory Framework](#)

Award map for MBA in Executive Leadership & Management (Health & Social Care) (180 credits)

In order to complete the award MBA in Executive Leadership & Management (Health & Social Care), the student requires 180 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 30 credits in any combination, except for those excluded combinations indicated. The minimum amount of credit in the Management area necessary for this award is also 30 credits, derived from taking and passing any of the remaining modules listed, in any combination. It will be mandatory for students to complete the Research Methods module (BUSM 4205) and a Dissertation (BUSM 4206/7) for this award. The topic of this dissertation can be grounded in either the Leadership or Management areas. Completion of module Emerging Themes in Leading and Managing Health and Social Care (BUSM4255) is also mandatory for this award.

LEVEL 7					
Module Code	Module Title	Credits (Number)	Status for MBA (Mandatory (M) or Optional (O))	Prerequisites (Code of Module required)	Academic Subject Area (Leadership (L) or Management (M))
BUSM 4205	Research Methods	20	M	None	-
BUSM 4206*	Dissertation	40	M1	BUSM4205	-
BUSM 4207*	Dissertation	60	M2	BUSM4205	-
BUSM 4214	Corporate Strategy: Planning to Win	10	M	None	M
BUSM 4215	Operational Strategy; Delivering Business Efficiency	10	M	None	M
BUSM 4217	Attracting, Recruiting & Retaining Talent	10	M		M
BUSM 4219	Finance for non-financial managers; Understanding the Numbers!	10	M	None	M
BUSM 4220	Ethics and Corporate Governance	10	M	None	M
BUSM 4241	Leadership Concepts	10	M	None	L
BUSM 4247	Leading & Managing Change	10	M	None	L/M
BUSM 4248	Coaching & Mentoring	10	M	None	L
BUSM 4255	Emerging Themes in Leading and Managing Health and Social Care	20	M	None	L/M
BUSM 4210	Marketing Strategy	10	O	None	M
BUSM 4221	Innovate To Win: Dare to be Different	10	O	None	M
BUSM 4222	Business Process Improvement: There's always a better way!	10	O	None	M
BUSM 4249	Managing Corporate Reputation	10	O	None	M
BUSM 4251	Work-Based Project	20	O	None	L/M
BUSM 4252	Ethical Leadership	10	O	None	L

*indicates BUSM4206 and BUSM4207 are optional. If the student intends to take BUSM4206, they will be required to complete 120 credits of 'taught' modules, and BUSM4205 prior to undertaking the module. If they intend to take BUSM4207, they will be required to complete 100 credits of 'taught' modules, and BUSM4205 prior to undertaking the module.

Award map for PG Diploma in Leadership and Management (Health & Social Care) (120 credits)

In order to complete the award PG Diploma in Leadership & Management (Health & Social Care), the student requires 120 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 30 credits in any combination, except for those excluded combinations indicated. The minimum amount of credit in the Management area necessary for this award is also 30 credits, derived from taking and passing any of the remaining modules listed, in any combination. It should be noted that students intending to complete a 60-credit Dissertation at MBA stage, will be required to complete the Research Methods module (BUSM 4205) for this award. Completion of module Emerging Themes in Leading and Managing Health and Social Care (BUSM4255) is also mandatory for this award.

Students must successfully complete a minimum of 120 credits. Students must pass BUSM4205.

LEVEL 7					
Module Code	Module Title	Credits (Number)	Status for MBA (Mandatory (M) or Optional (O))	Prerequisites (Code of Module required)	Academic Subject Area (Leadership (L) or Management (M))
BUSM 4214	Corporate Strategy: Planning to Win	10	M	None	M
BUSM 4215	Operational Strategy; Delivering Business Efficiency	10	M	None	M
BUSM 4217	Attracting, Recruiting & Retaining Talent	10	M		M
BUSM 4219	Finance for non-financial managers; Understanding the Numbers!	10	M	None	M
BUSM 4220	Ethics and Corporate Governance	10	M	None	M
BUSM 4241	Leadership Concepts	10	M	None	L
BUSM 4247	Leading & Managing Change	10	M	None	L/M
BUSM 4248	Coaching & Mentoring	10	M	None	L
BUSM 4255	Emerging Themes in Leading and Managing Health and Social Care	20	M	None	L/M
BUSM 4210	Marketing Strategy	10	O	None	M
BUSM 4221	Innovate To Win: Dare to be Different	10	O	None	M
BUSM 4222	Business Process Improvement: There's always a better way!	10	O	None	M
BUSM 4249	Managing Corporate Reputation	10	O	None	M
BUSM 4251	Work-Based Project	20	O	None	L/M
BUSM 4252	Ethical Leadership	10	O	None	L

Award map for PG Certificate in Leadership & Management (Health & Social Care) (60 credits)

In order to complete the award PG Certificate in Leadership & Management (Health & Social Care), the student requires 60 credits of study, comprising modules in both the Leadership and Management areas. The minimum amount of credit in the Leadership area necessary for this award is 20 credits in any combination, except for those excluded combinations indicated. The minimum amount of credit in the Management area necessary for this award is also 20 credits,

derived from taking and passing any of the remaining modules listed, in any combination. Completion of module Emerging Themes in Leading and Managing Health and Social Care (BUSM4255) is also mandatory for this award.

LEVEL 7					
Module Code	Module Title	Credits (Number)	Status for MBA (Mandatory (M) or Optional (O))	Prerequisites (Code of Module required)	Academic Subject Area (Leadership (L) or Management (M))
BUSM 4214	Corporate Strategy: Planning to Win	10	M	None	M
BUSM 4215	Operational Strategy; Delivering Business Efficiency	10	M	None	M
BUSM 4217	Attracting, Recruiting & Retaining Talent	10	M		M
BUSM 4219	Finance for non-financial managers; Understanding the Numbers!	10	M	None	M
BUSM 4220	Ethics and Corporate Governance	10	M	None	M
BUSM 4241	Leadership Concepts	10	M	None	L
BUSM 4247	Leading & Managing Change	10	M	None	L/M
BUSM 4248	Coaching & Mentoring	10	M	None	L
BUSM 4255	Emerging Themes in Leading and Managing Health and Social Care	20	M	None	L/M
BUSM 4210	Marketing Strategy	10	O	None	M
BUSM 4221	Innovate To Win: Dare to be Different	10	O	None	M
BUSM 4222	Business Process Improvement: There's always a better way!	10	O	None	M
BUSM 4249	Managing Corporate Reputation	10	O	None	M
BUSM 4251	Work-Based Project	20	O	None	L/M
BUSM 4252	Ethical Leadership	10	O	None	L

Exit Awards

- a) Students who enrol for the PG Diploma Leadership & Management (Health & Social Care) *or* MBA Executive Leadership & Management (Health & Social Care) but exit before completing the full award for which they enrolled, will be entitled to an exit award of:

- PG Certificate Leadership & Management (Health & Social Care) provided they have passed a minimum of 60 credits including BUSM4255 and excluding BUSM4205.
 - Exceptionally, students who have passed a minimum of 60 credits excluding both BUSM4255 and BUSM4205, but including BUSM4241 and BUSM4248 will be entitled to an exit award of PG Certificate in Leadership & Management
- b) Students who enrol for the MBA Executive Leadership & Management (Health & Social Care) but exit before completing the full award, will be entitled to an exit award of PG Diploma Leadership & Management (Health & Social Care) provided they have passed a minimum of 120 credits including BUSM4255 and BUSM4205. This is the only PG Diploma level exit award available from this programme.

16. QAA and professional academic standards and quality

This award is located at level 7 of the FHEQ.

All Masters programmes in business and management in the UK, must relate to the QAA Subject Benchmark. The Benchmark recognises that there is a wide diversity of courses available and that these different orientations need to be explicitly addressed when designing the learning, teaching and assessment requirements, as well as the specific knowledge, understanding and skills that underpin the course.

The different types of business and management Masters courses, as defined by QAA, are set out on pages 17 – 18 of this document. The current proposal is designed to offer a Type 3 award which provides a career development approach to the teaching of business and management subjects. This course is oriented towards students who have a minimum of two years business/management experience at the appropriate level, in addition to a first degree in any discipline. It is also aimed at mature entry students, or those seeking a career change. All aspects of the MBA in Executive Leadership and Management (Health & Social Care) programme are strategic in focus, with a professional (practical) orientation.

The QAA subject benchmark for Masters awards in Business and Management specify key areas of knowledge and understanding and these have been used to inform the Assessment strategy for this generalist programme in leadership and management. The mapping exercise shown in the appendices demonstrates the way in which the programme modules support the ten key areas of knowledge and understanding.

The QAA subject benchmark also provides a skill set for Masters programmes and these have been mapped in the appendices to show which modules act to support the key transferable skills associated with leadership and management.

The programme has been informed by the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA), which sets out for Masters level qualifications (Level 7, FHEQ), qualification descriptors exemplifying the outcomes expected from an award at this level.

For example, the FHEQ states that students performing at this level require ‘a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice’.

Moreover, it is stated that at this level, students are required to ‘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'. They must also 'demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level'. The MBA in Executive Leadership and Management (Health & Social Care) aims and outcomes, specified on pages 8-10 of the current document, capture this emphasis upon critical awareness of current problems, dealing with complex issues and demonstrating creativity and originality in analysing and solving problems.

In particular, the specialist modules, the Research Methods and Dissertation are designed to help instil within students a critical awareness of current research and scholarship within the areas of leadership and management. The Dissertation, in particular, provides students with an opportunity to engage in a critical review and application of research methodologies relevant to the various aspects of leadership and management research.

QAA Masters Programmes in Business in Management Framework (2015)

Full details on the QAA Subject Benchmark Classification for Masters Degrees in Business and Management is available at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Business-and%20Management-15.pdf>

The MBA in Executive Leadership and Management (Health & Social Care) (and related PG Certificate and PG Diploma intermediate awards) accords with Type 3 on the following QAA Classification:

The MBA in Executive Leadership and Management (and related PG Certificate and PG Diploma intermediate awards) accords with Type 3 on the following QAA Classification:

Programme type	Description	Illustrative titles
<i>Type 1</i>	<i>Specialist</i>	
	<i>Specialist (career entry)</i> Specialist master's degrees either for career entry or career development.	MA or MSc in Marketing or Human Resource Management.
	<i>Specialist (career development)</i> Specialist master's degrees either for career entry or career development.	MA or MSc in Marketing or Human Resource Management.
<i>Type 2</i>	<i>Generalist (career entry)</i> Generalist master's degrees for career entry.	MA / MSc in Management or Business Studies.
Type 3	MBA type (career development) Master of Business Administration (MBA) type degrees. Link to Professional Institute programmes.	MBA or MBA Health or other sector management.

17. Support for students

The following activities and documents have been put in place to provide support for postgraduate students on this course:

- A brief Induction programme to include - a brief course overview; an introduction to the delivery pattern of the module (e.g. 2 x one-day per month inputs for a 10 credit module, followed by a period of tutor support during which those students seeking accreditation prepare their assignment); instructions on accessing the VLE; where to go to seek additional advice on progression through the programme
- Course handbook (available via the VLE) incorporating module outlines and guidance for tackling assessments (including the Dissertation)
- Support from ILS staff via the School's Academic Liaison Librarian
- Student Representation on Course Management Committee/ Student Consultation Sub-Committee to address course-wide issues
- An academic tutor (the programme manager) to provide support for learning and personal professional development
- Access to course information, including module results via the student online learning environment (SOLE)
- Occasional meetings may be held with mentors/training managers (of sponsoring organisations). It should be noted that organisation-based mentors, whilst strongly encouraged are not mandatory.
- Range of support services available through [Student Services](#) including careers; chaplains; counselling; mental health; disability and dyslexia; student; welfare and financial
- English language support provision available through the Language Centre
- The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

18. Admissions Policy

Admissions policy

This programme is open to Business Owners, Chief Executives, Directors, Senior and Middle Managers working within the Health and Social Care sector, namely, those with leadership responsibility and who are ready to explore their capability in depth.

Entry requirements

- A second class honours degree in any subject (or International students holding a qualification recognised as equivalent by the University), plus the recognised ability to be able to hold a future leadership position at an appropriate senior level.
- Candidates may be admitted without a first degree via RPEL (Recognition of Prior Experiential Learning), provided they have at least 2 years significant business/management experience at an appropriate level.
- Students whose first language is not English are required to demonstrate proficiency to a minimum level of 6.5 IELTS or equivalent.

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Applicants will not be interviewed, unless there are concerns regarding the position or management experience of the applicant that require clarification. The Programme Manager will offer to meet with all candidates to discuss progression options at any point during the application process.

Admissions/selection criteria

Candidates will be selected on the basis of evidence of a capability to engage with academic work at postgraduate level and a track record in a leadership and management position within the Health & Social Care sector.

Admissions Procedures

Candidates will not be interviewed, unless there are concerns regarding the position or management experience of the applicant that require clarification. The Programme Manager will offer to meet with all candidates to discuss progression options once individual accredited module(s) has/ have been taken.

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 Course Evaluation Report completed by programme manager
- Periodic review, including external scrutiny
- Peer teaching observation
- External examiner's reports
- Academic staff annual appraisal

Committees with responsibility for monitoring and evaluating quality and standards:

- Worcester Business School Quality Committee
- Worcester Business School Post Results Moderation Group
- Course Management Committee chaired by the programme manager, and including the staff team and student representation
- University PG Board of Examiners
- University Academic Standards and Quality Enhancement Committee
- University Ethics Committee
- University Learning, Teaching and Student Experience Committee
- Worcester Business School Learning, Teaching and Student Experience Committee

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

- Module feedback questionnaires
- Course Management Committee
- Meetings with academic tutor (Programme manager)

20. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

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, which will incur payment of the module fee.
- For full details of submission regulations see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, including mandatory modules for the award title, as specified on the award map.
PG Dip	Passed a minimum of 120 credits at level 7, including mandatory modules for the award title, as specified on the award map.
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation, as specified on the award map

The awards of PG Cert and PG Dip are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

- The University closely monitors student satisfaction with the course via mechanisms such as module evaluations, course management committees and the University of Worcester Postgraduate Student Satisfaction Survey. Results indicate high levels of satisfaction with over 70% of students indicating satisfaction with the teaching, assessment and feedback on the course.
- Student attainment is high with over 80% of students passing modules at first attempt
- The teaching team for this course are all experts in their individual subject areas. 73% of the teaching team hold PhD's; 100% are fellows of the Higher Education Academy and the majority of the team are actively conducting and publishing internationally recognised research within their specialist subject. Staff are also members of relevant professional bodies including Academy of Management; European Institute for advanced studies in management; Association for Project Management; Institute of Risk Management; British Psychological Society; Institute of Directors; Institute of Consulting; Chartered Management Institute; Chartered Institute of Marketing; British Academy of Management; European Association of Work & Organizational Psychology; Association for Coaching and International Society for Coaching Psychology
- External examiners comments also provide an indication of quality and standards. Recent comments include: "feedback [on this module] is detailed and constructive"; "Across all subjects, the students are given useful instructions on how to complete the coursework"; "The quality of the feedback was very good across the entire course. The students were all provided with enough feedback in order to understand where they performed well and for some poorly. Overall I am happy with the quality of work I received from the academics and the numerous student examples".
- Comments from students in the 2016 University of Worcester Postgraduate Student
- Satisfaction Survey include: "The course has been excellent in many ways & I have very much enjoyed it so far; I have gained an immense amount from it & I am grateful to the staff for sharing their knowledge & experience"; "The Exec MBA provides a good all round view of business disciplines and is taught to a high standard" and "[I have enjoyed the] whole experience of being challenged to learn and improve myself".
- The University of Worcester holds the Investors in People kite mark which was renewed in 2014.

22. Graduate destinations, employability and links with employers

- Worcester Business School has specific employer engagement personnel in the form of the Director of Business Development, and Manager: Employer Engagement. Both share responsibility for promoting closer links with employers, through the Business School Advisory Board, links with professional organisations e.g. Institute of Directors, Federation of Small Businesses, UK IT Association, Herefordshire and Worcestershire Chamber of Commerce; professional bodies e.g. Chartered Management Institute (CMI), Chartered Institute of Personnel and Development (CIPD), Institute of Leadership & Management (ILM), Chartered Institute of Marketing (CIM) and also via direct engagement. It may be that the Business School can broker links with these organisations on the student's behalf that may prove valuable to their organisation and role.
- The Business School has strong links with other intermediary organisations, such as Business Voice West Midlands, Women in Rural Enterprise etc. As above, the University represents an important regional (and national/ international) focus for networking, and this may add tremendous value during engagement with the programme.
- The School has been an important focus of projects linked with the West Mercia
- Constabulary through the Shared Police and Higher Education (SPHERE) partnership.
- This engagement has enriched the experience of WBS tutors, providing excellent case studies for use in Leadership and Management Development.

- University of Worcester Careers Advisory Service provides on-going support for registered students on the programme.
- Periodic Career Fairs are organised by Student Services.
- The majority of learners studying for the MBA in Executive Leadership and Management (Health & Social Care) are already working within leadership and management roles, however, completion of the MBA enables learners to break through the 'glass-ceiling' and progress onto more senior leadership roles.

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 s/he 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 associated course documentation e.g. course handbooks, module outlines and module specifications.