

## **MA/PGD in Healthcare Leadership and Practice**

Awarding Institution:  
Teaching Institution:  
Faculty of Economic and Social Sciences

The University of Reading  
The University of Reading  
Programme length:  
part time over 36 months  
Date of specification: 30.01. 04

For students entering in 2003  
Programme Director: Maria Duaso  
Board of Studies: Modular Masters Board  
Accreditation: There is no professional accreditation

### **Summary of programme aims**

The programme brings together doctors, nurses and allied healthcare professionals to provide an inter professional learning environment in which students are able to explore in depth leadership issues that relate to healthcare. It equips them with critical, evaluative skills to understand, inform and lead their professional practice. The programme is designed to promote professional development and lifelong learning. The wide variety of learning needs that are representative of the various professional practitioners are met by bringing together modules from the modular Masters programme offered within the School of Health and Social Care. This allows students, in negotiation with the programme director, to follow a pathway of their choice that is relevant to their own field of practice.

### **Transferable skills**

Use of critical evaluation when addressing complex healthcare issues in order to:  
Problem solve  
Introduce innovation and change  
Promote inter professional collaboration  
Evaluate and manage knowledge in order to implement best practice  
Evaluate and undertake research activities.

### **Programme content**

The profile that follows indicates which modules form the core and are therefore compulsory. It also lists modules from which the student must make a selection. In addition, students may choose to select modules from other modular Masters programmes offered within the School of Health and Social Care. The Master of Arts award is normally dependent upon the student gaining 180 M level credits. This may be achieved by following one of two routes:

Route A:

Taught modules to the equivalent of 120 M level credits + dissertation 60 M level credits (15,000 - 20,000 words)

Route B:

Taught modules to the equivalent of 80 M level credits + dissertation 100 M level credits (25,000 - 30,000 words)

### Core modules (route A and B)

		<i>Credits</i>	<i>Level</i>
HCMA01	(a) Leadership in Healthcare Practice OR	20	M
HCMR1	(b) Leadership in Healthcare (work based learning programme)	20	M
HCMB01	Research Methods (Health and Social Care)	20	20

### Optional modules:

Two or four further modules dependent upon route A or B

		<i>Credits</i>	<i>Level</i>
HCMA03	Public Health	20	M
HCMA02	Policy and Practice in Healthcare Trusts	20	M
HCMA04	Ethical Issues in Health and Social Care	20	M
HCMA05	Healthcare Practice in a Legal Framework	20	M
HCMK	Management of Minor Illnesses	40	M

Examples of modules that may be accessed from other programmes include:

HCMB14	Working in Groups	20 credits at M level
HCMB06	Bereavement, Loss & Grief	20 credits at M level
HCMB10	Working with Vulnerable Adults	20 credits at M level
HCMR	Leading and Developing Practice	20 credits at M level
HCMA06	Route A: 15,000 - 20,000 word Dissertation	60 credits at M level
HCMA07	Route B: 25,000 - 30,000 word Dissertation	100 credits at M level

### Part-time/Modular arrangements

This is a flexible, part time programme. Most modules comprise 10 x 3 hour taught sessions and are completed within one academic term. Six modules (postgraduate diploma stage) must be completed within three years of the registration date

### Progression requirements

Route A: Six modules must be successfully completed in order to proceed to the dissertation stage

Route B: Four modules must be successfully completed in order to proceed to the dissertation stage

### Summary of teaching and assessment

Teaching throughout the programme is student centred and the professional knowledge and life experience contributed by the students will be valued and used to facilitate new learning. Teaching styles will normally be interactive encouraging discussion and reflection. All of the assessed work will be related to the students' file of professional practice, thus supporting the integration of theory to practice.

The University's taught postgraduate marks classification is as follows:

Mark:	Interpretation:
70-100%	Distinction
60-69%	Merit
50-59%	Good standard (pass)

### Failing categories:

40-49%

0-39%

Work below threshold standard

Unsatisfactory work

### *For Masters degrees*

To pass the MA students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation *and have no mark below 40*. In addition the total credit value of all modules marked below 50 must not exceed 40 credits.

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

### *For PG Diplomas*

To pass the Postgraduate Diploma students must gain an average mark of 50 or more *and have no mark below 40*. In addition the total credit for all modules marked below 50 must not exceed 40 credits.

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

### *For PG Certificate*

To pass the Postgraduate Certificate students must gain an average mark of 50 or more *and have no mark below 40*.

### **Admission requirements**

Entrants to this programme are normally required to have obtained three years of professional practice experience, a first degree or the provision of evidence of ability to study at M level

Admissions Tutor: Maria Duaso

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

### **Career prospects**

The majority of students registering on this course will be employed by the public or private healthcare providers and will be experienced healthcare practitioners or managers. This course will enhance their potential for career development and promotion within their own and associated fields of professional practice.

### **Educational aims of the programme**

This programme aims to provide an inter professional learning environment in which students are able to explore in depth leadership issues, develop skills of critical evaluation and have a

comprehensive understanding of research techniques that are applicable to health related research. They will also be able to critically evaluate the complex factors that influence the provision of healthcare, promote inter professional working and effectively introduce innovation and change within their own field of practice.

## Programme Outcomes

### *Knowledge and Understanding*

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<p>The programme enables the student to develop an in depth understanding of:</p> <p>Leadership theories</p> <p>Effective management and management techniques</p> <p>The management of change</p> <p>Current healthcare systems and the process of healthcare delivery</p> <p>The regulation of healthcare practice, together with the rights and duties of patients, their relatives, their professional carers and providers of services</p> <p>The law and its role within healthcare practice</p> <p>Ethical issues, theoretical perspectives and their application to healthcare practice</p> <p>Public health</p> <p>Research</p>	<p>A variety of teaching methods including lectures, seminars, discussion and debate will be utilised. The overlying emphasis will be on participative methods that promote thought and discussion and encourage reflection. the integration and application of theory to practice will be predominant throughout the programme.</p> <p><i>Assessment</i> will be through course work in the form of essays and reports. The detail of these is provided within each module specification</p>

### *Skills and other attributes*

B. Intellectual skills – able to:	Teaching/learning methods and strategies
<p>Systematically analyse a wide range of complex issues that constantly influence the provision of healthcare</p> <p>Critically evaluate current problems and new insights</p> <p>Creatively apply and integrate theoretical concepts within their own field of practice in order to lead innovation and change</p> <p>Critically evaluate current research</p> <p>Critically evaluate research techniques and methods and, where appropriate, develop new hypotheses</p>	<p>As previously stated and through one to one supervision to facilitate the completion of an empirical or literature based dissertation</p> <p><i>Assessment</i></p> <p>By overall coursework through demonstration of critical analysis in all assignments and the dissertation</p>

**C. Practical skills – able to:**

Use information technology in order to develop and inform:

- (a) research based projects
- (b) the assessment of health needs
- (c) the communication of knowledge and information

**Teaching/learning methods and strategies**

As previously stated, through one to one supervision and the use of IT support service programmes within the University

*Assessment*

By overall coursework through the development of:  
computer skills, library skills, writing skills, IT skills, communication skills, presentation skills

**D. Transferable skills – able to:**

Exercise initiative and personal responsibility  
Make decisions in complex and unpredictable circumstances  
Learn independently in order to facilitate continuing professional development  
Adopt a leadership role in association with the implementation of innovation and change

**Teaching/learning methods and strategies**

As stated above

*Assessment*

By the overall coursework and facilitated by practice based focus of all the assignments and the dissertation

*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 expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.