

Programme Specification

MSc Leadership and Management in Health and Social Care (2020-21)

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.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	1
Accreditation details	None
Final award	Master of Science (MSc)
Name of award	Leadership and Management in Health and Social Care (PT)
Interim Exit awards	Postgraduate Certificate in Leadership and Management in Health and Social Care Postgraduate Diploma in Leadership and Management in Health and Social Care
FHEQ level of final award	Level 7
UCAS code	
Programme code	8628
QAA Subject Benchmark or other external reference	Master's Degree Characteristics 2016
Programme Lead	Richard Giordano

Programme Overview

Brief outline of the programme

Many health practitioners and policy analysts are consumed with the challenges to current levels and quality of health and social care owing to (i) an aging population with multiple, complex health and social care needs, (ii) ongoing and painful budget constraints, and (iii) a manifest need to integrate social care and health care, particularly for the aged and most vulnerable. These three aspects alone call for managers and leaders who motivate others to the highest standards of care for the frail, elderly, and others who cannot advocate for themselves; use scarce resources efficiently to increase outcomes and safety; who can develop integrated governance, management and leadership frameworks across organizational and functional boundaries; and who can engender a stakeholder view of quality and safety through distributing leadership and authority at all levels of an extended organization.

These three challenges are by no means limited to the United Kingdom. There are high levels of citizen dissatisfaction with the level and quality of health care in at least ten countries, most of which are economically developed. The World Health Organization found that many countries are falling far short of their potential, and most are making inadequate efforts in terms of responsiveness to the sick and vulnerable. There are serious shortcomings in the performance of one or more functions—leadership, use of resources, accountability, choice of intervention, decision rights, to name but a few—in virtually all countries. These failings result in large numbers of preventable deaths and disabilities; in unnecessary suffering; in injustice, inequality and denial of basic rights of individuals, particularly children, women, and those with mental health conditions. The impact is most severe on the poor.

While many inputs could address this situation—increased levels of funding, government commitment to improvement, etc.—one that concerns us is excellent and comprehensive leadership development of health and social care practitioners because stable and skilled leadership is shown to be key to high-performing organisations of all types throughout the world.

The MSc in Leadership and Management in Health and Social Care at the University of Southampton is intended to build visionary leaders who can affect the quality of care in health and social care settings, both in England and throughout the world.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

The conduct of the modules is informed by the following four guiding principles:

- Learning should be relevant to practitioners and their work environments;
- Practitioners should be given experience and learn through errors;
- As much as is practical, practitioners should be involved in the planning and evaluation of their instruction;
- Instruction should be problem centred.

In practice, this means that we aim to keep lectures to an absolute minimum and will instead adhere to these principles through practice-based and activity-driven classroom time that both delineate and make real leadership qualities, managerial skills, and their underlying theories. We will give ample opportunity to participants to construct their leadership strengths, examine their interactions with others, and apply both empirical and theoretical research to their practice.

The instructors will act more like facilitators than lecturers. For example, rather than lecturing on personal leadership theories, we will instead engage in activities that uncover (unknowing to the participant) habits of leading. Then we will explore the theory and research behind these habits. The key is for students to discover their habits of thought, their biases, etc., and then to delineate theory that at once helps to explain them and leads students to a reflective manner of working.

We use a variety of techniques and interventions, including simulations, focused discussions, debates, fishbowls, games, and guest presentations and discussions with active researchers, practitioners, patients, policy analysts, and clients. We lecture when introducing a topic or idea, and to establish the background and build the framework to guide our in class activities. We provide foundational and supplementary reading and other resources on BlackBoard that you are expected to consult in advance of the class meetings.

Assessment

As far as practical, we require you to demonstrate skills of critical inquiry and analysis that can be applied to the workplace. We are particularly interested in knowing what you learn is (or can be) applied to practice.

Each module has a set of learning outcomes. You have a choice of methods and formats (including videos) to demonstrate your mastery of those outcomes, including:

- Designing policies, protocols, pathways, or implementation strategies to improve client experience, safety, or clinical effectiveness

- Constructing a business case for service redesign
- Evaluating a new or existing service or complex intervention
- Undertaking a critical incident analysis, and making recommendations
- Producing information for service users or community members
- Analysing some problem in your work environment, and proposing evidence-based solutions
- Interviewing co-workers, superiors, and/or clients, and critically evaluating your findings
- Reviewing and critically evaluating a body of research
- Critical self-reflection of your leadership style or capacity
- Designing, with the help and approval of your instructor, a final project of your own

In order to ensure parity across formative assessments in the programme, you will be provided with a standard rubric and marking scheme that will apply to all forms of assessment. This will help to ensure that the intellectual content demanded from a video, for example, is the same as from an essay, business case, etc.

We encourage you to select an assessment strategy that is meaningful to you (and your supervisor, if relevant), and which at once would be helpful at your work unit, and which stretches you. Your personal tutor and individual module leader will encourage you to complete summative assessments using with different formats so that you graduate with a range of skills, perspectives and tools.

Special Features of the programme

N/A

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The three general aims of the programme are to build graduates with expertise and skills in (i) self-leadership, (ii) leading others, and (iii) leading the organization. Specifically,

- To develop individual leadership and an understanding of yourself that is focused on values, character, integrity, and creativity;
- To build leadership competencies to lead groups and teams to the highest standards of excellence;
- To engender managerial skills and organizational know-how that inform tactics and strategy.

These aims sit within a framework of seven core health and social care professional values that inform our teaching.

- **Health and Well-being:** We care for the healthy. We support and encourage individuals to maintain and improve health, engage in meaningful activities with others, and to remain competent, independent, and resilient.
- **Care:** We care—provide what is necessary—for the sick, the frail, the vulnerable, and those who find it difficult or who cannot care for themselves. We promote relief from physical and mental suffering and improve the quality of life.
- **Dignity:** We do not deal with cases or diseases; we encounter human beings who have an innate right to respect.
- **Excellence:** President John F. Kennedy defined happiness as “the full use of your powers along the lines of excellence”. We surpass ordinary standards to promote health and well-being, care, relief and dignity.
- **Ethics:** We understand right and wrong behaviour, what is best for the patient or client, and principled methods of making trade-offs.
- **Value:** We take actions that increase quality, reduce inequities and variations in outcomes, and eliminate

- waste of human and material resources.
- Knowledge: We promote decisions and actions based on personal reflection, knowledge, data, and evidence.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will be able to

Organisational Know How:

- A1. Systems thinking. Understand how parts of the organization interact and behave, and the relationships between the organization and its external environment.
- A2. Managing risk. Identify, assess, and prioritise risk, and coordinate resources to minimise, monitor, and control it.
- A3. Formulating strategy. Set long-term goals, identify options, appraise options and implement strategy.
- A4. Managing innovation. Identify, implement and evaluate innovative practices and technologies that align with organizational strategy.
- A5. Health and Social Care Economics. Understand the functioning of care systems, health affecting behaviours, and the efficiency, effectiveness, value and behaviour of the production and consumption of health and social care.
- A6. Understanding and using data. Know what data to collect, how to evaluate it, who needs it, how it can improve outcomes, and use it to drive decisions.
- A7. Choosing and evaluating evidence. Choose and evaluate written evidence in support of decision-making.
- A8. Evaluating programmes and interventions. Systematically determining the worth and effectiveness of a programme, intervention or innovation; learning and applying lessons from the evaluation to future activities.
- A9. Managing knowledge. Know how to capture knowledge and data, and to represent and bring it to the right place, the right person at the right time.
- A10. Policy. Take into consideration a range of policy contexts, frameworks, and governance structures, and how they have an impact on the organization.

Relational Skills

- A11. Self-understanding. Know how your core beliefs, your strengths, your weaknesses, your leadership and work styles affect your behaviours.
- A12. Self-management. Use your knowledge of self to direct your own activities toward achieving goals.
- A13. Being comfortable in complexity. Understand complexity in work environments, be open to change, and maintain mental and intellectual flexibility, and tolerance
- A14. Maintaining multiple, simultaneous roles. Have the ability to work effectively with those in other roles, and to be credible to others who work in other areas of the organization.
- A15. Knowledge of others. Understand the values and beliefs of others, and how your beliefs and behaviours affect others.
- A16. Communicating and persuading. Have the ability to communicate a compelling vision that is meaningful to others.
- A17. Coaching and Mentoring. Offer advice and guidance to others, and to model behaviour for others.
- A18. Creativity. See possibilities and new alternatives and new perspectives

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Develop and justify an original research question relevant to your practice/field of interest.
- B2. Conduct an effective literature search related to your research question and critically appraise the literature.
- B3. Demonstrate a clear understanding of different research paradigms and how to apply them appropriately to your chosen research question.
- B4. Undertake and report their research to address your specific question (with appropriate supervision) thus allowing you to contribute to the growing knowledge base underpinning evidence based practice.
- B5. Demonstrate an ability to analyse research data and critically interpret this in light of current knowledge and social theory.
- B6. Justify your conclusions using well-reasoned arguments and taking into account the limitations or constraints of the study.
- B7. Evaluate and reflect on your performance as a researcher or practitioner to make recommendations for future practice/research and explain how these recommendations might be implemented for future practice/research.
- B8. Communicate findings, succinctly, critically and objectively in a clearly focussed paper
- B9. Prepare and manage data for the analysis of healthcare or social care quality.
- B10. Analyse administrative, patient and financial data, and being aware of their strength and limitations.
- B11. Appreciate the advantages and constraints of common techniques to analyse healthcare organisations.
- B12. Critically reflect on healthcare quality concepts, policies and methods.
- B13. Analyse the pathway from national policy to local implementation.
- B14. Demonstrate a clear understanding of ethics, and research governance principles in relation to your chosen area of research.
- B15. Evaluate health services research methods in relation to specified health service research questions (eg relating to financing, organising, managing and delivering health services).
- B16. Discuss models of evaluation in relation to a specified health service innovation
- B17. Explore the role of research methods in the context of improving health or social care services.
- B18. Evaluate issues surrounding the measurement of outcomes of health services.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Empower. Our graduates should be empowered along the following dimensions.
 - Innovation. To encourage innovative thinking in themselves and others
 - Responsibility. To assume overall responsibility
 - Resources. To acquire, direct, manage resources.
 - Authority. To cede authority to others
 - Time. Providing time to themselves and to others to learn and reflect
- C2. Set boundary conditions
 - Setting realistic and compelling goals to improve health outcomes and improve the quality of life for service users and clients
 - Establishing behaviours and expectations that engender excellence
 - Peer learning and knowledge sharing
 - Improve quality and safety

- Data and evidence-driven decision-making and evaluation

C3. Lead at the microsystem level by

- Building team and peer beliefs around quality, safety, effectiveness, and dignity
- Building a culture of shared decision making
- Supporting individual responsibility and accountability
- Applying research, theory, and fundamental principles to your practice

Programme Structure

The logical structure of the programme guides participants through a segment starting first with understanding and leading yourself, and then building upon that to leading others, and finally to lead organisations. We strongly suggest that you take modules in this order.

The programme structure for the MSc is as follows:

- 90 credits are HE7 level (60 taught ECTS* credits plus an evidence-based project/dissertation of 30 ECTS credits)
- Individual modules: specified credits at HE7 level.

(*ECTS = European Credit Transfer Scheme).

You may apply to suspend from the programme temporarily for a specified period which will not normally exceed 12 months. Except in exceptional circumstances, permission to suspend will only be granted where you can still complete the programme within the time limit defined by the regulations.

The programme may include lectures, seminars, tutorials, practical work, coursework, contract learning and projects as specified for individual modules.

Exit Points

Candidates who have satisfied the examiners and who have accumulated the requisite number of credits shall be awarded the qualification for which they have registered. Students who elect to leave the programme with a Postgraduate Certificate or Postgraduate Diploma may normally re-join the programme up to two years after the date of their exit with the Postgraduate Certificate or Postgraduate Diploma or surrender of their exit award.

Postgraduate Certificate in Leadership and Management in Health and Social Care

Candidates who elect to exit the programme after achieving 30 ECTS credits at HE7 level in

- Self-Leadership Core module 10 ECTS credits
- Leading Others Core module 10 ECTS credits and
- Leading and Managing Organizations and Systems Core module 10 ECTS credits

may be awarded a Postgraduate Certificate in Leadership and Management in Health and Social Care.

Postgraduate Diploma in Leadership and Management in Health and Social Care

Candidates who elect to exit the programme having achieved 60 ECTS credits at HE7 level may be awarded a Postgraduate Diploma in Leadership and Management in Health and Social Care. For the award of Post Graduate Diploma (60 credits) students must earn 30 ECTS credits at HE7 level in

- Self-Leadership Core module 10 ECTS credits
Leading Others Core module 10 ECTS credits and
Leading and Managing Organizations and Systems Core module 10 ECTS credits MSc Leadership & Management in Health & Social Care: Academic Year 2020-21

Plus:

30 ECTS credits at HE7 level from the following modules. - Policy and Governance (10 ECTS credits)

- Health by Design Core module (10 ECTS credits)
- Research Methods for Evidence-Based Practice Core module (10 ECTS credits)

MSc in Leadership and Management in Health and Social Care

For the award of MSc (90 ECTS credits) students must successfully complete

- Self-Leadership Core module 10 ECTS credits
- Leading Others Core module 10 ECTS credits and
- Leading and Managing Organizations and Systems Core module 10 ECTS credits

Plus:

- Research Methods and Evidence-Based Practice Core module for the MSc 10 ECTS credits

Plus 20 ECTS credits from the following modules.

- Policy and Governance Core module 10 ECTS credits
- Health by Design Core module 10 ECTS credits

Plus, successful completion of the MSc dissertation (30 ECTS credits)

You must have submitted the assessments for all other modules in the programme prior to submitting the dissertation.

For the MSc, you will be required to complete successfully an evidence-based dissertation.

Candidates who have satisfied the examiners and who have accumulated the requisite number of credits shall be awarded the qualification for which they have registered. Students who elect to leave the programme with a Postgraduate Certificate or Postgraduate Diploma may normally re-join the programme up to two years after the date of their exit with the Postgraduate Certificate or Postgraduate Diploma.

You must have submitted the assessments for all other modules in the programme prior to submitting the dissertation.

Part I

Part I Core

Code	Module Title	ECTS	Type
HLTH6214	MSc Dissertation 10 month 2020-21	30	Core
HLTH6225	Research methods 2020-21	10	Core
HLTH6206	Health by Design 2020-21	10	Core
HLTH6209	Leading and Managing Organizations and Systems 2020-21	10	Core
HLTH6210	Leading Others 2020-21	10	Core
HLTH6222	Policy and Governance HL in Health and Social Care 2020-21	10	Core
HLTH6226	Self-Leadership 2020-21	10	Core

Progression Requirements

The programme follows the University's regulations for [*Progression, Determination and Classification of Results: Postgraduate Master's Programmes*](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up to date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides:

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

The School of Health Sciences provides:

- Access to a personal academic tutor and senior academic tutors when more specific or complex guidance is needed.
- A consistent approach to formative and summative feedback on your work.

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme via student evaluation questionnaires which are sent via email at the end of each module of study. You may also be invited to act as a post-graduate student representative at the Faculty Postgraduate Teaching Committee or MSc Health Sciences Teaching Sub Committee meetings.

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- External examiners, who see a selection of work from every module studied and produce an annual report
- Annual module review
- Annual Programme Review prepared by the Programme Leader and considered by Postgraduate Teaching Committee
- Quinquennial review and revalidation involving external panel members
- Peer observation of teaching (undertaken by academic colleagues)
- Ongoing review of subject/professional benchmarking standards
- Higher Education Review by Quality Assurance Agency

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Graduates of the programme have assumed leadership and management positions in health and social care; consulting; human resources; auditing and health policy.

External Examiner(s) for the programme

Name: Dr Nebil Achour - Anglia Ruskin University

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

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 they take full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

Type	Details
Other	It is not a requirement that photographs or reproductions are needed in any assignment. In the event that you choose to include photographs or reproductions, you will supply the photographic equipment as well as the costs of processing and printing. Costs will vary depending on the type of equipment and printing you choose.
Parking costs (including on placements at hospitals)	It is advisable to take public transportation to the University. In the event that you choose to drive, parking costs can be found here: https://www.southampton.ac.uk/estates/services/carparking/visitor_parking.html
Printing and Photocopying Costs	You may need to submit both an online and printed version of assignments. A list of the University printing costs can be found here: https://www.southampton.ac.uk/isolutions/students/printing/ .
Recording Equipment	It is not a requirement that recordings are needed to satisfy any assignment. In the event that you choose to include recordings, you will supply the recording equipment as well as storage media such as memory cards. Costs will vary depending on the type of equipment and media you choose.
Stationery	You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.