

Course Specification

Course Summary Information		
1	Course Title	MSc Transforming and Leading in Health Care (BL)
2	Course Code	MSc FT is PT1558 MSc PT is PT1559 PGDip FP is PT1564 PGDip PT is PT1565 PGCert is PT1569
3	Awarding Institution	<i>Birmingham City University</i>
4	Teaching Institution(s) (if different from point 3)	
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable)	

6	Course Description (Marketing text for website)
	<p>This blended Masters (MSc) Transforming and Leading Health Care is designed as a multi-disciplinary programme for professionals and managers leading across both health. As health care provision becomes increasingly complex, with greater demand for services and more people with multiple long term conditions plus the shortages of skilled professionals, there is a growing importance on how health care components (workforce/politics/economics/accreditation) need to improve and transform. Most health systems globally are under sustained financial constraint and rising consumer expectation. The need to redesign systems is becoming increasingly important. A crucial part of this for health care leaders includes how to manage yourself, and others, and how to use these skills as the basis for continually managing challenges and improvements in health care systems. Leading and managing health services can seem increasingly challenging in a rapidly changing and multi-complex environment, which attracts continual media interest and attention. It is underpinned by a plethora of legislation, guidance and governance which can often leave professionals both bewildered and overwhelmed as inspections and demands of services and organisations continues to increase.</p> <p>The overall aim of this programme is for you to continue to develop yourself and your leadership and management skills, by understanding and reflect on how people and team's behaviours and this affects organisations development and ability to improve. The program then explores global health lessons and the relevance to your everyday practice. The programme will develop your research and leadership skills to enhance your critical thinking in both areas</p> <p>This programme aims to equip students who are considering leadership roles in health care with an up to date, in-depth knowledge, understanding and critical awareness of:</p> <ul style="list-style-type: none"> • Understanding and Managing behaviour of self, teams and organisations • Innovation, Creativity and Improvement • Global Policy in Health Care

7	Course Awards		
7a	Name of Final Award	Level	Credits Awarded
	MSc Transforming and Leading in Health Care	7	180
7b	Exit Awards and Credits Awarded		
	Postgraduate Certificate Transforming and Leading in Health Care	7	60
	Postgraduate Diploma Transforming and Leading in Health Care	7	120

8	Derogation from the University Regulations

9	Delivery Patterns		
	Mode(s) of Study	Location(s) of Study	Duration of Study
	Blended	Via VLE, on line and on campus for tutorials and group / programme events	Maximum time to completion is :- 5 years (MSc) 3 years (PG Dip) 2 years (PGCert)
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10	Entry Requirements	
	Home:	<p>An honours degree of a British University or equivalent institution (minimum 2:2) OR An equivalent graduate level qualification from an overseas university or equivalent institution (minimum 2:2)</p> <p>Students should have previous level 6 awards or evidence of equivalent study. International students also require an IELTS score of 6 in all of the exam domains. If you have not previously studied at level 6 you will be offered the opportunity, (if considered appropriate), prior to commencement of a module to write a reflective piece on how the module/programme would benefit and progress your professional development and how this would impact on your service/organisation. This may be required as an indicator of your academic preparedness for the programme and to identify any learning needs and will be reviewed by the academic team. We may refer you to the Professional Development Department (PDD) for further guidance and support</p> <p>The programme is designed to be flexible and aims to meet the needs of students from a wide variety of service specialities, locations, and professional roles. The Faculty provides a Professional Navigator</p>

		service which can be utilised to guide students toward the most appropriate study choices and to help and enable them to APEL previous study into the award if appropriate.
	EU:	IELTS 6
	International:	IELTS 6
	Access:	

11	Course Aims
	<p>This programme aims to equip students who are considering leadership roles in health care and health care innovation with an up to date, in-depth knowledge, understanding and critical awareness of:</p> <ul style="list-style-type: none"> • Understanding and Managing behaviour of self, teams and organisations • Innovation, Creativity and Improvement • Global Policy in Health Care
Pursuing Excellence	Enables you to become a committed, confident and creative leader and manager who is equipped with the skills and knowledge needed to contribute towards national and locally, to leading health care agendas.
Practice-led, knowledge-applied	<p>Develops your ability to enhance your own practice through reflective and critical evaluation of literature research, policy and practice within the modules. You will apply this understanding in your field of practice, enhancing the ability of the people you manage and lead.</p> <p>Demonstrate the application of knowledge, skills and attitudes which contributes to the development of professional knowledge through the production of a dissertation.</p>
Inter-disciplinary	Develops critical analysis of differing approaches and multi-agency roles in order to positively influence changes in practice and patient/client outcomes. This enables you to become a highly accountable and professional practitioner with a commitment towards equality, diversity and inclusion and to make a positive contribution to your community.
Employability-driven	<p>This module equips you with enhanced knowledge in; interpersonal and managerial skills and health care improvement and policy, which contributes positively to employability within areas of health care.</p> <p>Promotes enterprising, professional, work-ready and creative problem solvers, willing to respond to change and manage it effectively within health care.</p>
Internationalisation	Develops your understanding of health care improvement, policy and behaviour within a global context and utilises best practice from across the globe to enhance your practice.

12	Course Learning Outcomes
1	Critically appraise individual self-management skills, including an understanding of self that is focused on professional values, character, integrity, and creativity in a work based situation.
2	Appraise and evaluate interpersonal skills and behavioural competencies (own and others) to work with, manage and lead teams, understanding the behaviours of groups and group dynamics and use this to influence and improve practice and service delivery.
3	To analyse how creativity and innovation frameworks can be applied to your area of practice.
4	To critically evaluate the sustainability issues of improvement methodologies in practice.
5	For students to critically analyse global management/leadership issues that are affecting health care leaders internationally.
6	For students to critically analyse the challenges of health care provision over the next decade.
7	Critically evaluate the impact of that learning on the your personal and professional practice.
8	Critically appraise and examine theories, concepts and processes of leadership, with application to today's challenges in an ever-changing health and healthcare environment.
9	Initiate, plan and design an investigation into an academic area of professional practice.

14	Course Learning, Teaching and Assessment Strategy
	<p>This section explains the learning and teaching approaches, activities and experiences that your programme will offer, the range of assessments and types of feedback and feedforward you will encounter, explain how these will support your continuous learning throughout the programme, and explain the expectations we have of you in this learning partnership.</p> <p>This programme will contribute towards your personal and professional development, fostering independent study. This will be done by encouraging you to further develop your critical thinking in practice and enhance your understanding and skills within this area.</p> <p>This programme is consistent with the learning, teaching and assessment strategies of Birmingham City University and a range of teaching and learning strategies will be employed during its delivery. This will include contact time with lecturers per module of scheduled learning and teaching activity, comprising online lectures, specialist lecturers, simulation, quizzes, workshops, electronic resources for learning, group work, debates and tutorials with support from the module leader and teaching team. Please see individual modules as online modules may have different timeframes. This will all be accessed remotely, using our VLE Moodle, Microsoft teams and other communication forums. As well as this time students will be expected to undertake the pre and post sessional activities and reading. Each module will also involve independent study, which includes guided reading and self-directed study activities with feedback available in tutorials or on-line.</p> <p>Learning resources are on the module Moodle sites. These include lecture notes, journal articles, reports and links to key evidence-based resources, E-Learning resources, self-directed study activities, and an electronic reading list suitable for level 7 study.</p> <p>You will be allocated a personal tutor as the Faculty of Health, Education and Life Sciences operates a personal tutor system to support students.</p> <p>Tutorials, group and programme events will be undertaken at our City South Campus</p> <p>You will be provided with the opportunity to meet with your Module tutor during each module to ascertain your progress and development as well as for tutorial support for assessments. You will also be able to contact your personal tutor through e-mail, telephone and written communication.</p>

Examples will be used from professional practice adhering to Faculty Policy on confidentiality. [We will encourage you to positively apply learning to your practice areas and feedback practice development and application of learning to practice areas.](#)

You will be provided with an assessment schedule informing you of when the assessments are due to be submitted.

15 Course Requirements

15a Level 7:

In order to complete this course a student must successfully complete all the following CORE modules (totalling _160_ credits):

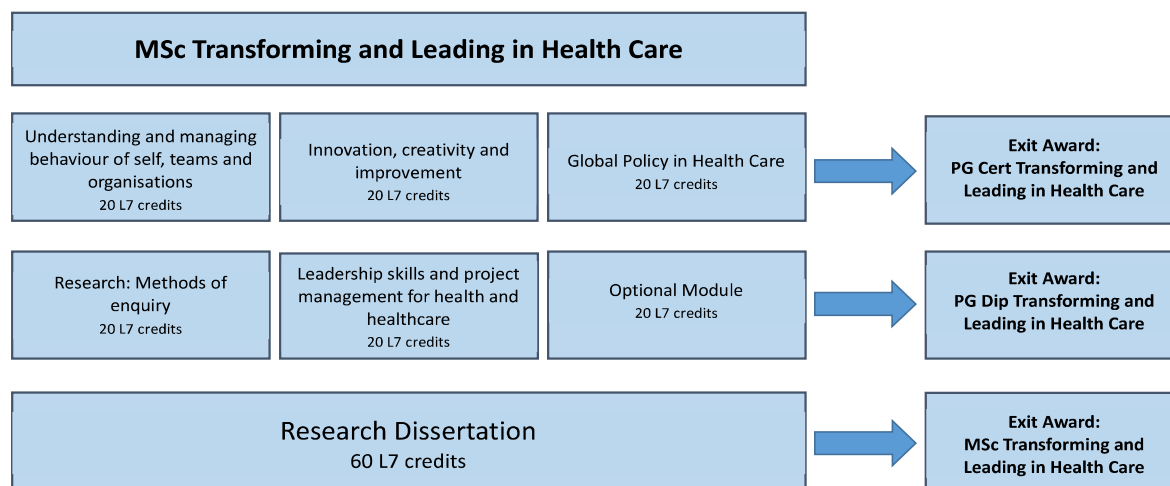
Module Code	Module Name	Credit Value
LBR7573	Global Policy in Health Care	20
LBR7574	Innovation, creativity and improvement	20
LBR7566	Understanding and Managing Behaviour of self, teams and organisations	20
LBR7399	Leadership and Project Management in Health Care	20
LBR7339	Research methods of enquiry	20
LBR7337	Masters Project / Dissertation	60

PLUS ONE OF THE FOLLOWING MODULES:

Module Code	Module Name	Credit Value
LBR7502	Negotiated study	20
LBR7531	Profiling experiential learning	20

15b Structure Diagram

Please note list of optional modules is indicative only. Students' choice will not be guaranteed for optional modules but a fair and transparent process will be adopted and shared with students.



16 Overall Student Workload and Balance of Assessment

Overall student *workload* consists of class contact hours, independent learning and assessment activity, with each credit taken equating to a total study time of around 10 hours. While actual contact hours may depend on the optional modules selected, the following information gives an indication of how much time students will need to allocate to different activities at each level of the course.

- *Scheduled Learning* includes lectures, practical classes and workshops, contact time specified in timetable
- *Directed Learning* includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning
- *Private Study* includes preparation for exams

The *balance of assessment* by mode of assessment (e.g. coursework, exam and in-person) depends to some extent on the optional modules chosen by students. The approximate percentage of the course assessed by coursework, exam and in-person is shown below.

Level 7

Workload

Core Modules

Activity	Number of Hours
Scheduled Learning	212
Directed Learning	297
Private Study	1371
Total Hours	1880

Balance of Assessment

Assessment Mode	Percentage
Coursework	90 %
Exam	
In-Person	10 %