	PROGRAMME SPECIFICATION	Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Pg Diploma or MSc
4	**Programme Title**	Healthcare Management
5	**Programme Code**	PGDip Part-Time 3424P; PGDip Full-Time 3424F MSc Part-Time 5169P; MSc Full-Time 5169F
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	Masters Awards in Business and Management 2007
8	**FHEQ Level**	7
9	**Last updated**	May 2009

10	**Programme Aims**

The overall objective of master's level business and management degrees is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Master's degrees add value to first degrees by

- developing in individuals an integrated and critically aware understanding of management and organisations, and assist them to take effective roles within them. The purpose of these degrees is fourfold:
- the advanced study of organisations, their management and the changing external context in which they operate
- preparation for and/or development of a career in business and management by developing skills at a professional or equivalent level, or as preparation for research or further study in the area
- development of the ability to apply knowledge and understanding of business and management to complex issues, both systematically and creatively, to improve business and management practice
- enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to business and society at large.

Specifically this programme aims are:

1. To supply well qualified management graduates to the Healthcare sector, regionally, nationally and internationally.
2. To provide for the students on the programme a supportive and stimulating learning environment within the context of the Newcastle University Business School.
3. To offer students a broad, coherent, balanced and comprehensive portfolio of modules, appropriate to students working in the healthcare sector. Covering the main disciplines of management. These modules will be relevant to understanding the role and problems of healthcare management in a global context in order to equip graduates for a continuation of their successful careers in healthcare management.
4. To expose students to a variety of teaching and learning experiences, including lectures, tutorials, case analyses, and projects.
5. To develop students' transferable skills including: numeracy, literacy, report writing skills, personal and interpersonal skills, presentation skills, leadership, group working skills.

6. To enable students effectively to gather data, both qualitative and quantitative, from library, IT and other sources.
7. To develop students' analytical and critical abilities in dealing with healthcare management concepts and practices.
8. To produce highly marketable graduates who are able to contribute immediately to regional, national or international healthcare organisations.
9. To provide a programme that conforms to University policies and QAA Codes of Practice.
10. To provide a programme that meets the requirements of the Higher Education Qualifications Framework for a programme at level 7.

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11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Business and Management (2007).

A Knowledge and Understanding

On completing the programme students should:

A1. A knowledge and understanding of core business areas within a healthcare context (personal and professional development, marketing, organisational behaviour/ human resource management, service delivery, quality management and leadership) as subjects of academic study and as practical activities.

A2. A detailed understanding of the issues and problems appropriate to healthcare management.

A3. An advanced understanding of the frameworks used to evaluate critically ideas, concepts and practices related to healthcare management.

A4. Key research in the disciplines studied (including engagement with cutting-edge research by members of staff where relevant.)

A5. An advanced understanding of the integration of the functional elements within an organisation.

A6. An advanced understanding of how to apply the knowledge gained to real organisational problems.

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is through interactive teaching sessions, which guide students towards independent reading and enable students to check their learning and understanding through group discussions and problem solving practice. Students are facilitated to read research articles and take part in real life projects and analysis of case studies throughout the programme.

Assessment Strategy

The assessment of all modules will be through work related projects and essays, whereby students will be able to critically apply and assess theory in real situations. For full-time students the assessment will be based on reflective assignments and essays building on their previous work experience.

B Intellectual Skills

On completing the programme students should be able to:

B1. Use quantitative skills required for managing in a business environment.

B2. Critically analyse workplace situations and to relate theory to practice.
B3. Analyse business information and operations for management decision-making.
B4. Solve problems within the context of healthcare management.
B5. Gather, synthesise and evaluate information.
B6. Independently critically analyse problems in the workplace.

Teaching and Learning Methods

Interactive teaching sessions will encourage students to critically engage with theory and related this to practice. They will be required to critically engage with case studies and real life situations and develop independent critical analysis skills along with the necessary data gather techniques.

Assessment Strategy

The assessments in the form of work-related projects and essays will require critical engagement, independent information gathering as well as reading of the literature and the synthesis of the two.

C Practical Skills

On completing the programme students should be able to:

C1. Identify their own leadership and management style
C2. Communicate effectively as a manager
C3. Undertake statistical analysis of quality data
C4. Practically apply established techniques of research and enquiry to create and interpret knowledge in the discipline

Teaching and Learning Methods

The personal and professional development module will encourage the students to be come self-aware and develop the external awareness skills required to become effective managers. They will also develop through interactive teaching sessions and practicals the skills required to enact lean six-sigma techniques within the healthcare environment.

Assessment Strategy

The self awareness is assessed through reflective learning logs as well as a project in the PDP module. The quality management skills are assessed through a workplace based project. Research skills will be assessed through the dissertation.

D Transferable/Key Skills

On completing the programme students should be able to:

D1. Effectively communicate orally and in written form.
D2. Understand and use numerical techniques.
D3. Work effectively in a team.
D4. Work independently, time manage, show initiative and adaptability.

Teaching and Learning Methods

These are initially developed by encouraging students to prepare and give presentations during some of the teaching sessions. They will be further develop and the students will be given the opportunity to undertake project work

Assessment Strategy

These will be assessed through a mix of project work.

12	Programme Curriculum, Structure and Features

Basic structure of the programme

PART-TIME ROUTE
Stage 1 Semester 1
- Personal and Professional Development
- Human Resource Management
- Service Delivery in Healthcare

Stage 1 Semester 2
- Service delivery in Healthcare
- Human Resource Management

Stage 2 Semester 1
- Leading change in the healthcare environment
- Social marketing
- Lean six sigma in healthcare

Stage 2 Semester 2
- Leading change in the healthcare environment
- Social marketing
- Lean six sigma in healthcare

Stage 2 semester 3
- dissertation

Full-time students would study all the taught modules in one year.

Key features of the programme (including what makes the programme distinctive)

This programme in its part-time mode is designed to meet the needs of a local NHS Trust and as such meets the needs of healthcare management professionals regionally, nationally and internationally. The full-time programme would meet the needs of a wider range of students who have previous work experience wihin the healthcare sector.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13	Criteria for admission

Entry qualifications
All applicants are expected to hold a good first degree (UK 2.1 or equivalent for overseas candidates). If English is not the first language of the candidate they are expect to gain an IELTS score of 6.5 or equivalent. Work experience within the healthcare sector is also required.

Admissions policy/selection tools
Offers are made based on an assessment of the candidates application form and for Northumbria NHS Healthcare trust candidates through a selection interview panel. Full time students will need to provide detailed CV's showing their healthcare work experience.

Non-standard Entry Requirements
Applicants who do not meet the standard entry requirements maybe considered on an individual basis by the DPD

Additional Requirements

Level of English Language capability
IELTS 6.5 (or equivalent)

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Specific support for part-time students
There will be a collaborative approach by the sponsor and NUBS to provide support and guidance to the students, including Sponsor mentors, Placement Managers for those on functionally rotational contracts, coaching support and monthly meeting and reporting between the Sponsor and NUBS.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All teaching will be supported through the use of the VLE , Blackboard.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

| 15 | Methods for evaluating and improving the quality and standards of teaching and |

learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee (for FT students) and/or the Board of Studies, feedback from part-time students and the sponsoring organisation will be collected at quarterly review meetings with the sponsoring organisation. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee and review meetings with the sponsoring organisation (PT students only).

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, review meetings with the sponsor and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

16   Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes		**Summary description applicable to postgraduate Certificate and Diploma programmes**	
<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

Role of the External Examiner
An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, following recommendation from the Board of Studies. The External Examiner is expected to:
  i. See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

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In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
NBS8161/8171	Compulsory	1, 5, 6	2,3,4,5,6	1,2	1,3,4
NBS8162/8172	Compulsory	1,2,3,4,5,6	2,3,4,5,6	2	1,3,4
NBS8163/8173	Compulsory	1,2,3,4,5,6	1,2,3,4,5,6	2,3	1,2,3,4
NBS8164/8174	Compulsory	1,2,3,4,5,6	2,3,4,5,6	2,3	1,2,3,4
NBS8165/8175	Compulsory	1,2,3,4,5,6	2,3,4,5,6	1,2	1,3,4
NBS8166/8176	Compulsory	1,2,3,4,5,6	1,2,3,4,5,6	2,3	1,2,3,4
NBS8169/8179	Compulsory for MSc	1,2,3,4,5,6	1,2,3,4,5,6	1,2,3	1,2,4