ARO 29b : August 06  PG

Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MSc in Leadership and Healthcare Management</th>
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<tr>
<td>SCQF Level:</td>
<td>SCQF 11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- To produce trainees adept at both the theories and practice of healthcare management within both academic and organisational contexts.
- To provide a vehicle for continuing personal and professional leadership development via work-based learning and evidence-based experiential behavioural development and reflective study.
- To develop the student’s analytical and reflective abilities as independent learners and critically reflective leadership practitioners.
- To promote the development of intellectual capability, academic and commercial research skills and creative thinking in order that they can generate original solutions to problems in dynamic organisational contexts.
- To develop insights, critical thinking and practical skills through exposure to both theory and practice of leadership and management to widen the perspective of students beyond their immediate management role and/or organisation.
- To enhance employability as senior managers in the NHS and beyond.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- Understand the NHS in Scotland and in a critical, ethically aware way, to be able to engage and communicate effectively with its many stakeholders.
- Understand cooperation and leadership in healthcare.
- Reflect critically on the implications of personal behaviour and its impact on others.
- Evaluate how leaders formulate, serve and gain commitment to strategy and change, by developing effective followers and by building cooperative follower communities.
- Understand decision making and evaluate major assumptions and their implications of healthcare management tools, methods, theories and practices.
- Understand Scottish and international health policy and evaluate the management implications of healthcare policy developments.
- Utilise vital action research and other tools in the improvement of health and service quality.
- Understand and be able to manage key legal and technical practices in financial and people management.
- Recognise and understand how to combine concern for balanced lives and organisational demands.

Subject-specific skills and other attributes
- Demonstrate knowledge and understanding of established and emerging concepts, principles, theories, and philosophies underpinning the broad area of leadership at an individual, team and organisational level.
- Study critically, leadership, behaviours, issues and traits, relating these to complex, practical organisational contexts.
- Integrate theoretical knowledge informed by current research, with in-company leadership behaviours and experiences through reflection.
- Demonstrate the ability to analyse, critique and reason organisational recommendations in the light of competing theories and current developments relating to leadership development.
- Analyse factors influencing success within the context of experiential leadership.
Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

- Make informed judgements from the synthesis of behavioural data and information (both qualitative and quantitative) derived from a diversity of sources, primary and secondary, with a view to enhancing leadership success in an organisational context.
- Deal creatively with complex; challenging and often ill-defined leadership problems and issues, applying appropriate skills and behaviours.
- Reflect critically on learning on a continuing basis, integrating academic study and leadership experience, in the light of the organisational context.
- Synthesise and present arguments and communicate effectively using both verbal and written presentation skills with subject experts: both academics and practising leaders.
- Work effectively with peers and supervisors developing and demonstrating leadership skills in a variety of contexts within your organisation/ department or area of work.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- The learning and teaching strategy of the programme is designed to develop confident individuals with high quality skills and attributes that are recognised and valued by the students themselves, employers and the wider community. This is achieved through: utilising formative and summative assessments; using diagnostic tools and practice to achieve greater self awareness; actively involving the students in collaborative learning processes; developing critical reflective skills; placing learning and subject content within an organisational context; and making use of relevant learning technology to enhance the accessing and sharing of knowledge.

Professional/statutory body accreditation or recognition:

Further details:
Entry requirements:  [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
Programme structure:  [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
Relevant Subject Benchmark statement (if applicable):  [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
Introduction/revision date: