Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2027/28

Date created: 07/05/24 **Last amended:** 10/04/2025 **Version no.** 1

Please note: This programme is currently under review as part of the University's ongoing curriculum enhancement process. The information in Appendix 1 reflects the current structure and content of the programme. Any future changes will be communicated to applicants and offer holders once confirmed.

1. Programme title(s) and code(s):

MSc in Healthcare Management

Postgraduate Diploma in Healthcare Management*

Postgraduate Certificate in Healthcare Management*

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) HECOS Code

HECOS Code	%
100089	80%
100476	20%

2. **Awarding body or institution:** University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:

The normal period of registration is 12 months
The maximum period of registration 24 months

5. Typical entry requirements

This programme is designed primarily for intercalating medical students to take between their third and fourth years of medical studies. As such it is expected that such students will be in the 9th decile or above of their degree. Non intercalating students would be expected to have a medical degree or a degree in a closely related subject at 2.1 standard or equivalent or substantial practical healthcare management experience. For students whose first language is not English, the English Language requirement is an IELTS 6.5 or TOEFL 90. Students who complete 2+1 undergraduate degrees where the 2 is not taught in English must still meet the University IELTS requirement.

6. Accreditation of Prior Learning

Will be considered on a case-by-case basis.

7. Programme aims

The programme aims to

1. provide students with a rigorous healthcare management curriculum covering the main theories, models, frameworks, and techniques of management and the particular context of
   healthcare to prepare them for a career in healthcare management or for further study in the area;
2. enable the study of healthcare management and organisations in an historical, international and comparative framework recognising the structures of the NHS and the stakeholders served;
3. critically analyse and evaluate healthcare management problems and issues, covering the external economic, political, social, and technological, contexts within which the NHS operates and managers work;
4. enable students to critically evaluate the published literature on healthcare management and to synthesise the range of issues and perspectives which inform research and practice in the field;
5. provide students with an appreciation of the importance of information to managers and organizations within a knowledge-based economy. This will include an identification of appropriate methodologies for data acquisition, assessment, analysis and dissemination.
6. enable course members to integrate and apply systematically and creatively the knowledge, approaches, and methods that they have learnt to a variety of case studies and a dissertation.
7. enable course members to develop their interpersonal, communication, and problem-solving skills, and to use these in an imaginative and self-directed way that will allow them to identify problems, evaluate and analyse situations, consider alternative solutions, make choices, and implement solutions.

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- Education Strategy
- University Assessment Strategy [login required]
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data

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9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate Knowledge of a core of management subjects including the business environment, accounting, finance, economics, organisational behaviour, strategy. Knowledge of the NHS and healthcare management specific topics.	Lectures, group discussion, directed reading and exercises, private study, assignment feedback: formative and summative	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing	Essays (individual), group discussions, examinations, case study exercises.

		informed-viewpoints on module topics.	
Diploma In addition to the core knowledge outlined above, knowledge of leadership topics.	As above	As above	As above
Masters In addition to the above knowledge of the research methods used in management research and what constitutes a methodology. Ability to synthesise and integrate knowledge across the core management subjects	In addition to the above, the dissertation research process, research methods training	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above the research proposal, ethics approval and dissertation

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to explain the core concepts of healthcare management as they relate to organisations, the business context, and finance.	Lectures, group discussion, directed reading, assignment feedback, private study.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to	Essays (individual), group discussions, examinations, case study exercises.

		practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	
Masters In addition to the above, ability to apply the above theories to analyse organisational case studies within the NHS.	In addition to the above: the dissertation supervision process (group and 1-to-1), independent research.	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above, the research proposal, dissertation

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Certificate and Diploma Ability to: demonstrate knowledge of key theories and concepts; select relevant material from academic readings and demonstrate familiarity with the conventions of academic writing and associated referencing techniques; undertake qualitative, numerical and statistical evaluation as a means to analyse a management problem.	Independent research, lectures, group discussion, directed reading and exercises, self directed private-study. Assignment feedback, formative and summative.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Essays (individual), group discussions, examinations, case study exercises
Masters In addition to the above, mastery of a range of methodological tools used to investigate topics in healthcare management. Ability to be able to differentiate the conditions when either qualitative or quantitative data analysis should be used and/or be able to identify the	In addition to the above: the dissertation supervision process (group and 1 to 1), independent research, lectures and seminars designed to support the preparation of the research proposal.	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above, the research proposal, dissertation

conditions under which it is appropriate to combine different techniques			

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to reflect critically on both the academic discipline of healthcare management and the functions of management in a healthcare context.	Independent research, lectures, group discussion, directed reading and exercises.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Essays (individual), group discussions, examinations, case study exercises.
Masters In addition to the above, demonstrate understanding of different cultural,	In addition to the above the presentation of a substantial piece of	Design, conduct and write up their own research project, work independently for extended periods,	In addition to the above, the dissertation

environmental and organizational contexts and to appreciate theory and practice appropriate to these contexts	research culminating in the dissertation document	spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to differentiate between relevant and nonrelevant material; to write up and deliver written work to a professional standard.	Lectures, group discussion, directed reading and exercises	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Essays (individual), group discussions, computer based exercises, examinations, case study exercises.

Masters In addition to the above, ability to organize research material in a manner appropriate to the medium that is to be assessed (i.e. professional report, research proposal or dissertation)	In addition to the above the presentation of a substantial piece of research culminating in the dissertation	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above, the dissertation.

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to locate, organise and assess data, analyse complex ideas and understand and criticise different arguments.	Independent research, lectures, group discussion, directed reading and exercises.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing	Essays (individual), group discussions, computer based exercises, examinations, case study exercises

		informed-viewpoints on module topics.	
Masters In addition to the above, the ability to mount and sustain an independent level of inquiry at an advanced level	Dissertation research	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	Dissertation

b) Transferable Skills

i) Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to demonstrate intellectual independence, through identifying a credible research project, drawing up a realistic timetable, reflecting on and 'writing up' results.	Research methodology module, supervision, independent research and group work.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the	Essay assignments (formative and summative), examinations

		module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	
Masters In addition to the above, ability to plan research projects based on focused research questions, conduct significant background research and literature surveys, collect and analyse data which is relevant to research questions, report on findings demonstrating an ability to critique the data from competing viewpoints, construct an informed critical argument at an advanced level	In addition to the above: the dissertation supervision process (group and 1-to-1), independent research	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above the research proposal, dissertation

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to work collaboratively and responsibly in groups.	Lectures, group discussions/ problem solving exercises. Group work, lectures and through addressing the requirements of progressive modes of assessment.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to	Group exercises, contributions to discussions, and assignments.

		accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	
Knowing how and when to draw on the knowledge and expertise of others; ability to contribute & comment on ideas in group discussions.	Lectures, group discussions/ problem solving exercises. Group work, lectures and through addressing the requirements of progressive modes of assessment.		Group exercises, contributions to discussions, and assignments.
Ability to demonstrate clarity, fluency and coherence in written expression of management issues and debates in a manner appropriate to the audience.	Lectures, group discussions/ problem solving exercises. Group work, lectures and through addressing the requirements of progressive modes of assessment.		Group exercises, contributions to discussions, and assignments.
Masters In addition to the above, ability to produce a dissertation that is logically structured and written with clarity and precision.	In addition to the above: the dissertation supervision process (group and 1-to-1), independent research	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above the research proposal, dissertation

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to locate, organise and marshal evidence, and articulate it accurately in a written or spoken format, in a manner appropriate for the required audience.	Synchronous and asynchronous lectures, case study exercises, self-directed private study.	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Assignments, case study exercises
Masters Ability to organize research data into graphical and statistical summaries where relevant	In addition to the above: the dissertation supervision process (group and 1-to-1), independent research, lectures and seminars designed to support the preparation of the research proposal	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and	In addition to the above the research proposal and dissertation

		conducting their research, and writing up their dissertation.	

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to construct and present quantitative and qualitative data clearly, effectively using IT sources where appropriate.	Lectures and seminars, selfdirected private study		Essay assignments, examinations
Masters In addition to the above, ability to use, if necessary, data analysis software that is relevant to a dissertation (e.g. SPSS)	In addition to the above: the dissertation supervision process (group and 1-to-1), independent research, lectures and seminars designed to support the preparation of the research proposal	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above the research proposal and dissertation

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate, Diploma Ability to refine problems into researchable questions.	Research methods classes and independent research	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and	Essays and examinations

		utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	
Ability to identify and locate relevant data and source material.	Research methods classes and independent research		Essays and examinations
Ability to use material to address problem and come up with answers or solutions.	Research methods classes and independent research		Essays and examinations
Masters Ability to refine problems into researchable questions.	In addition to the above: the dissertation supervision process (group and 1 to 1)	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	In addition to the above, independent research, particularly that leading to dissertation.
Ability to identify and locate relevant data and source material.	In addition to the above: the dissertation supervision process (group and 1 to 1)		In addition to the above, independent research, particularly that leading to dissertation.

Ability to use material to address problem and come up with answers or solutions.	In addition to the above: the dissertation supervision process (group and 1 to 1)		In addition to the above, independent research, particularly that leading to dissertation.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to work collaboratively and responsibly in groups.	Group work, seminars and lectures	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Group discussions, group exercises, and group assessment
Masters In addition to the above, knowing how and when to draw on the	In addition to the above: the establishment of a working relationship with the dissertation	Design, conduct and write up their own research project, work independently for extended periods,	In addition to the above; the dissertation

knowledge and expertise of others; ability to contribute & comment on ideas in group discussions.	supervisor (or the resolution of any problems through consultation with the Personal Tutor and the Programme Leader)	spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to plan and construct responses to a brief, drawing upon a range of appropriate sources.	Independent research, lectures, and group-work, directed reading and exercises	Work in teams or independently to explore, evaluate and discuss module content. Regular seminar preparation. Read, annotate and synthesise recommended literature. Compile and manage a personal archive of module-related materials for long-term future exploitation. Access and utilise digital repositories, such as the library's online archives, to accumulate a personal library of relevant empirical examples. Reflect upon the application of theory to practice. Recommend, share and lead peers in the discovery of relevant original sources to compliment the module content. Assessment preparation including planning, design, revision, practice, review/editing and developing informed-viewpoints on module topics.	Assignment essays and examinations.

Ability to reflect upon behaviour and skills with a view to personal and professional development.	In addition to the above: the dissertation supervision process (group and 1-to-1),		Research Proposal; Dissertation
Masters In addition to the above: ability to identify a credible research project; construct a feasible research timetable; carry out independent research	In addition to the above: the dissertation supervision process (group and 1-to-1),	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	Research Proposal; Dissertation

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Certificate and Diploma Ability to reflect on motivation, strengths, interests and skills with a view to personal and professional development.	Directed reading, lectures, group discussions and peer to peer feedback, problem solving sessions, independent research.		Group and individual exercises, discussion within forums, assignments, case study exercises.
Masters In addition to the above, if appropriate, ability to research an area which may be relevant to the student's career preferences.	In addition to the above; the dissertation supervision process	Design, conduct and write up their own research project, work independently for extended periods, spend their time engaging extensively and proactively with the literature in their chosen area, planning and conducting their research, and writing up their dissertation.	Dissertation

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10. Progression points

This programme follows the standard Scheme of Progression set out in Senate Regulations – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry. In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in Senate Regulations – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

12. Special features

This programme is designed specifically with intercalating medical students in mind. The programme is intended to be studied between the third and fourth year of a medical degree. As such, the timetable for this course will be slightly compressed. In order to allow intercalating medical students to return to the fourth year of their medical degrees it is anticipated that dissertations will be handed in in mid August. To allow for this no second term modules have examinations and three of the four modules including research methods for healthcare managers will be taught in block formats. This will mean that students can start working on their dissertations relatively early (late in the second term) and not have to participate in the exam period meaning they should have adequate time to complete the dissertation.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	The approach to research-inspired learning that the programme takes is based on the idea that academic education consists of thinking beyond the curriculum and competences set therein, of questioning established knowledge and becoming active in the academic pursuits by developing an inquiring mind
Research-briefed Bringing staff research content into the curriculum.	Research-briefed The MSc Healthcare Management programme provides students with a rigorous healthcare management curriculum covering the main theories, models, frameworks, and techniques of management and the context of healthcare
Research-based	Research-based

Framed enquiry for exploring existing knowledge. **Research-oriented** Students critique published research content and process. **Research-apprenticed** Experiencing the research process and methods; building new knowledge.	Students will study healthcare management and organisations in an historical, international and comparative framework recognising the structures of the NHS and the stakeholders served. They will critically analyse and evaluate healthcare management problems and issues, covering the external economic, political, social, and technological, contexts within which the NHS operates and managers work Research-oriented The programme will enable students to critically evaluate the published literature on healthcare management and to synthesise the range of issues and perspectives which inform research and practice in the field Research-apprenticed Finally, research methods and dissertation modules provide students with an appreciation of the importance of information to managers and organizations within a knowledge-based economy. This will include an identification of and practical engagement with appropriate methodologies for data acquisition, assessment, analysis and dissemination.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

The new Centre for Healthcare Innovation, Policy and Management in the College of Business provides a community of active researchers who will work in partnership with healthcare organisations to develop and apply knowledge to evaluate and stimulate change and improvement in the field of health and care. The Centre is also the academic host for the MSc in Healthcare Management, thus enabling us to build critical mass with our teaching and research faculty, and to deliver research-inspired teaching for students. The new Centre offers a distinctive contribution through the following strengths:

- Integrated care
- Digital healthcare
- Organisations and workforce

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

All module leaders and teaching focused staff are members of not only their subject specific research group but also the College's Academy of Education. The college Academy of Education runs regular sessions including external speakers and workshops for recognition of external awards for teaching excellence. The Academy also facilitates a journal paper book group which provides an informal environment to discuss contemporary pedagogic issues related to Business education.

The Academy underpins a teaching and learning research culture which provides staff with a clear platform to share and evaluate current and potential practice-based activities within the pedagogic sphere.

13. Indications of programme quality

Academic quality will be maintained by adhering to School practice and University regulations. Programmes are carefully planned and reviewed internally on a yearly basis through the ADR mechanism. External examiners of programme content and marking will provide external validation and comparison to programmes offered by competitors. Coordination and alignment between the programme teaching team and professional services ensures a consistent and high quality academic experience for the students.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc in Healthcare Management

Level 7/Year 1 Delivery Year 2027/28 Intake Month September Mode of Study Full Time Structure

Credit breakdown

Status	Year long	Semester 1	Semester 2	
Core	30 credits	60 credits	60 credits	n/a
Optional	n/a	n/a	n/a	n/a
Dissertation/project	n/a	n/a	n/a	30 credits

180 credits in total

Level 7/Year 1

Core modules

Delivery period	Code	Title	Credits
Year long	MN7441	Developing Academic and Management Skills for Healthcare	30 credits
Semester 1	MN7401	Organisational Behaviour	15 credits
Semester 2	EC7438	Health Economics and Finance for Managers	15 credits
Semester 1	MN7439	Health Systems and Policy	15 credits
Semester 1	MN7405	Management decisions and risk analysis	15 credits
Semester 1	MN7415	Managing Clinical Professionals in Healthcare	15 credits
Semester 2	MN7440	Digital Health and Innovation	15 credits
Semester 2	MN7417	Leading, Managing and Organising Quality and Safety in Healthcare	15 credits
Semester 2	MN7408	Research Methods for Healthcare Managers	15 credits
Term 3	MN7419	Dissertation	30 credits

Notes

No option modules

MN7441 Developing Academic and Management Skills for Healthcare is a year-long 30 credit module

Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery) [login-required]