

Programme Title and Name of Award	Master of Business Administration International Healthcare Management		
Professional Qualifications / Accreditation	None		
Academic Level	NQF Level 7	Total Credits	180
UCAS Code		JACS Code	N100
Criteria for Admission to the Programme	<p>We welcome applications from students who may not meet the formal entry criteria but who have relevant experience or the ability to pursue the course successfully.</p> <p>The formal entry requirements are:</p> <ul style="list-style-type: none"> · An honours degree at 2:2 or above. · At least 2 years' relevant work experience. · English language at IELTS 6.5 (minimum of 5.5 in each component). <p>Applications are considered from candidates who do not meet the formal entry requirements but can provide evidence of equivalence. Examples of equivalence are:</p> <ul style="list-style-type: none"> · A wide range of professional qualifications and/or work experience. · Working or studying in English or an English-speaking environment. <p>Applications will be considered from candidates who do not meet the formal entry requirements but who can demonstrate by interview the commitment to complete the programme successfully.</p>		
Teaching Institution	Robert Kennedy College		
Owning Department	Department of Business, Law, Policing and Social Science		
Programme delivered in conjunction with	-		
Principal Mode of	Distance Learning with mandatory residency (blended)		

Delivery	
Pattern of Delivery	Full Time / Part Time
Delivery Site(s)	Primarily distance learning (Robert Kennedy College) University of Cumbria campus for five-day residential module
Programme Length	Minimum 12 months, Maximum 5 years
Higher Education Achievement Report (HEAR)	-
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme: - Postgraduate Certificate in Business Administration - Postgraduate Diploma in Business Administration.

Programme Features
<p>This programme provides an opportunity to study a subject specific MBA using two distinct flexible and distributed learning environments that will complement each other and enhance your learning experience:</p> <p>(1) Robert Kennedy College provides a bespoke series of MBA modules, including one focused on International Healthcare, via distance learning that, within a set time frame, allow study at a pace, place and location which suits you</p> <p>(2) The University of Cumbria complements the distance learning modules with a residential programme of study in Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability. This module is delivered at a university campus providing accessibility to a range of guest speakers and opportunities to engage in valuable interaction with fellow students. The residential programme is mandatory for completion of the award of MBA International Healthcare.</p> <p>Much of the learning and development on this programme is designed to encourage the student to become an independent learner. The combined student experience is one of high level participation and input. The main emphasis on the programme is on a strong practical and professional orientation, and the online work is developed and enhanced through the residency element, where the student experience is drawn together. Students following this programme would normally have at least two years' post-graduation work experience, and this programme will build upon prior knowledge and skills gained within a wider organisational and contextual framework.</p> <p>The mandatory residency is designed to facilitate the deeper exploration of problems/issues within an organisational context not only in terms of the module associated with it. The establishment of learning sets is instrumental in driving through the concept of reflective practitioner, and is designed to encourage the student to interact with other participants, both formally and informally, in seeking best practice and challenging existing practices.</p> <p>This programme benefits greatly from the internationality derived from recruiting students from all the inhabited continents, and being able to draw on tutors, well qualified in their field, from across the globe. The value of the resultant exposure to business practice, culture and ideas from such a variety of experiences is incalculable, particularly to an MBA programme where you may already have a wide</p>

range of experience and expertise developed in a variety of international contexts.

The programme builds on the strong and long-standing track record in online delivery developed by Robert Kennedy College. Apart from the residential element of one module, this programme is delivered entirely by distance learning. RKC's tailor-made, state-of-the-art software for online course delivery (OnlineCampus) is a highly evolved all-encompassing, interactive and easy-to-use software designed to make studying online an enjoyable experience.

This programme has been designed with a certain degree of flexibility in mind; however, some of the modules need to be taken at certain times (e.g. students need to start with the non-credit Induction and their first module needs to be Organisational Behaviour). Details are available in a subsequent section of this programme specification - Programme Curriculum Map.

The programme includes a specific module on International Healthcare, and the dissertation topic, chosen by the student in discussion with the supervisor, will also be focused on issues relating to healthcare.

Aims of the Programme

The overall aims of the Programme are to:

1. further develop relevant management and organisation knowledge, both academic and professional, in line with postgraduate standards/benchmarks and in the context of International Healthcare Management;
2. develop critical reflection skills and engagement with organisational and professional theory to understand, and where appropriate, challenge existing individual and organisational perspectives and practices;
3. develop, and where appropriate apply, new knowledge to add value by enhancing organisational capability and in the context of International Healthcare Management;
4. develop an understanding of the organisation's strategic focus and environment and the impact of the inter-relationship between the organisation's resources and clients in an international changing environment, particularly focusing on the environmental, social, ethical and financial dimensions of the health care sector;
5. develop commitment to continuous personal and professional development, independence and reflective learning and in the context of International Healthcare Management;
6. further develop expertise and understanding in the fields of business and management of healthcare, enabling a critical engagement with contemporary discourses that will promote a personal and professional reflection on leading changes in the international healthcare sector.

Successful students will:

1. engage in individual research and demonstrate the ability to understand and apply management theory, and to make, when necessary, sound judgements in the absence of complete data;
2. further develop their independent research and time management skills by undertaking a substantial research project which is self-managed, involves application of a variety of management and research practices, and demonstrates expertise and understanding of issues in healthcare;
3. enhance their interpersonal and team working skills;

4. reflect on their existing experience, learn from and build on the experience of other participants on the programme;
5. develop into modern, well rounded and outward looking managers with a high concern for customers and colleagues, capable of taking responsibility for themselves, their people, their areas of responsibility and their organisation.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

- K1.** The role and function of organisations and the context in which they operate, including the key drivers of change
- K2.** Critically assess a variety of business tools
- K3.** Present in writing coherent analyses of business issues

After 120 credits of study (PGDip) you will be able to demonstrate:

- K4.** An understanding of the relationships between organisations' resources and their clients and their strategic focus within an evolving environment, with an emphasis on international healthcare
- K5.** An understanding of the core disciplines of marketing, business and management in the international context
- K6.** The application of critical thinking to the successful management of organizations including a deep understanding of the processes of strategic problem-solving and decision-making.

After 180 credits of study (MBA) you will be able to demonstrate:

- K7.** The range of research methods that can be applied to the study of business management and leadership
- K8.** A comprehensive theoretical foundation in the extensive area of business and management in the global environment, with a specific focus on the international healthcare sector, complemented by a variety of analytical and personal skills
- K9.** A strong understanding of how your knowledge and skills may be employed efficiently within an organisational setting.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

- S1.** self-direction and originality in tackling and solving problems.

After 120 credits of study (PGDip) you will be able to demonstrate an ability to:

- S2.** make decisions in complex and unpredictable situations;
- S3.** act autonomously in planning and implementing tasks at a professional level.

After 180 credits of study (MBA) you will be able to demonstrate an ability to:

- S4.** critically reflect on personal knowledge, practice and skills, continually develop self-appraisal and insight into development plans and outcomes, and deal with complex issues both systematically and creatively;
- S5.** communicate your conclusions effectively to specialist and non-specialist audiences.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Subject Benchmark Statement: Master's Degrees in Business and Management (June 2015)

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

Central to the philosophy of the programme is the development of independent learners, thinkers, and researchers. Furthermore, due to the nature of an MBA, students will bring extensive personal experience of their own. This is captured so that learning, teaching, and assessment strategies employed in the programme are highly student-centred and make full use of the student group as a resource. Thus the ability to work as a team is assessed through group oral presentations at the residential where formative peer assessment is used.

The varied learning experience includes

- RKC's tailor-made, state-of-the-art software for online course delivery (OnlineCampus), a highly

evolved all-encompassing, interactive and easy-to-use software designed to make studying online a satisfying experience;

- Seminar activities and online work in learning sets which require students to discuss their own/organizational practices;
- Webinars, live interactive online sessions and guest lectures to inform teaching;
- Use of in-house developed platforms and models to enhance the learning experience, such as a simulation platform for online trading;
- Research activities both independent and tutor-led requiring students to prepare a research proposal/plan prior in order to conduct primary research;
- Self-directed study with peer groups, plus individual reflection and small-group work;
- Residential meetings which include lectures, seminars and experiential activities.

Intellectual and cognitive skills are assessed by means of written assignments, including extended essays and reports. Quantitative skills, including the use of ICT, are assessed via worked problems, particularly in finance-based modules.

Assessment is focussed on providing opportunities for both formative and summative assessment. For the online modules, formative assessment is in an interim assessment and also continuously and on-going via the medium of the online forums whereby tutors comment on ideas expressed, give feedback on the direction of the discussion, and recommend courses of action/lines of thought that might be taken.

Summative assessment is based on analysis and critical evaluation of case-study material to facilitate the real-world application of knowledge and integration of the often considerable expected experience of the students as well as theoretical material.

The residential experience allows not only continual, on-going face-to-face formative feedback as students work through the activities assigned, but also assessment of skills in real, rather than virtual, conditions. As such there is an opportunity to have the students prepare materials in groups and make peer assessments of performance. Once you leave the residential, further summative assessment takes place in the form of reflective analysis and critical evaluation.

Student Support

You will study the greater part of your award online with Robert Kennedy College (RKC). Most of your support will be provided directly by RKC however you will have access to the University of Cumbria learning support network called 'LiSS'.

Initial and ongoing induction

Students receive a comprehensive induction both to RKC's VLE (OnlineCampus) and the various University of Cumbria regulations (e.g. these specified in the joint student page at <http://www.cumbria.ac.uk/AboutUs/Services/ExternalRelations/AcademicPartnership/RobertKennedyCollege.aspx>) through the online module "Induction". This non-credit module covers various introductory issues such as: Motivation, Understanding the Programme Handbook, Registering and Withdrawing from a module, Academic Writing, Academic Malpractice, and Grading Policy. The module is composed of these six main units and each unit includes a video and audio tutorial. Students are also introduced to the concept of online asynchronous communications via the OnlineCampus forums. Continuous monitoring of the module by RKC faculty members ensures a prompt resolution of any questions well before the start of the first credit-bearing module. The induction module is ongoing: there is no end-date and students can always refer to it or post questions in the relevant forum at any stage of the programme.

In parallel with the Induction module, students are invited to attend either one of the two monthly live video conferences in which the Academic Counselling Team, including a senior member of the faculty,

facilitates discussions around best practices for online learning and ways to take advantage of the various support options available to students. An extensive 'questions and answers' session is also included and is generally very popular. Students interact with each other and the staff via video conferencing.

StudentCare Assistance

RKC operates an online student support system 'StudentCare'. The StudentCare assistance facility features an online Live Support function via instant messaging where students are able to get instant answers to general questions. This is in addition to an online forum and a problem-solving ticketing system, Live Support has at least two StudentCare representatives ready to provide assistance. This means that the most common issues students may experience can usually be solved in a few minutes.

During the residential, at least one representative from the administration side will be present, in addition to the teaching staff, to help students with any matters that might arise.

Data Protection

In any online community data protection is paramount. Personal data is kept completely confidential by RKC. However, it is important that you engage with the wider student community within your cohort. Students are usually known to each other by a name of their choice, which in some cases is their actual first name or surname, but in others can choose a nickname. Students can provide a profile of themselves if desired, covering aspects such as location, background, interests, family situation, and photographs. This is encouraged by the students themselves, to give them a better idea of their colleagues but it is important to emphasise to you that uploading of any personal information is completely voluntary, to ensure that the privacy of individual students is maintained at all times.

Students with Disabilities

Provided that students can operate a keyboard, or otherwise communicate via a computer, there are no restrictions due to disability in taking part in the course. Indeed, the asynchronous nature of the classroom means that students who need a long time to formulate a response are not disadvantaged in any way. Students will have access to University of Cumbria disability advisors via email.

Students with disabilities attending residential modules at University of Cumbria campuses will have access to the support needed.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes Achieved
7	CRKC7001	Organisational Behaviour	20	Core	K1, K2, S1
7	CRKC7003	Financial Management	20	Compulsory	K2, K3, S1, S2
7	CRKC7004	Information Management	20	Optional	K2, K3, S2
7	CRKC7007	Leadership and Sustainability	20	Optional	K1, K4, K6, K8, S2, S4
7	CRKC7012	International Healthcare	20	Compulsory	K4, K5, K9, S2, S4
7	CRKC7020	Strategic Management	20	Compulsory	K5, K6, K8, S3
7	CRKC7025	Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability	20	Core	K3, K4, K6, K8, S5
7	CRKC7030	Dissertation	60	Compulsory	K7, K8, K9, S3, S4, S5
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Optional modules may be subject to availability and viability.</p> <p>Organisational Behaviour is the entry module, while other modules can be taken as desired by the student.</p> <p>Most modules are offered three times a year, while Organisational Behaviour and Financial Management run every two months. Six to eight residencies are held yearly, and others will be made available if justified by student numbers. Corporate Strategy and Competitiveness is currently offered only once annually.</p> <p>Students exiting with 60 credits are awarded a Postgraduate Certificate in Business Administration, with 120 credits a Postgraduate Diploma in Business Administration, and with 180 credits a Master in Business Administration International Healthcare.</p>					

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to carry as a marginal fail (if the award permits)
Optional Modules	Are a set of modules from which you will be required to choose a set number to study. Once chosen, unless indicated otherwise in the table above, an optional module carries the same rules as a compulsory module as per the Academic Regulations

Programme Delivery Structure: Part Time/ Full time (by taking modules in parallel)				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
CRKC7001	Organisational Behaviour	Mandatory entry module (offered every two months)	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7003	Financial Management	Compulsory module offered every two months	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7004	Information Management	Optional module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7007	Leadership and Sustainability	Compulsory module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7012	International Healthcare	Compulsory module offered three times a year	Formative assessment at six weeks, final summative assessment at 12 weeks	Twelve weeks after module start
CRKC7020	Strategic Management	Compulsory module offered	Formative assessment at six weeks, final	Twelve weeks

		three times a year	summative assessment at 12 weeks	after module start
CRKC7025	Tackling Global-Local Challenges in Ethics, Responsibility and Sustainability	Core residential module offered six times a year	Summative group project assessment at end of residency, final summative assessment four weeks after residency	Eight weeks after module start
CRKC7030	Dissertation	Compulsory	Ongoing formative liaison with supervisor, final summative assessment on submission of final paper	Six to twelve months

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme validation and revalidation
- Annual Evaluatory Reports
- Programme Review of Teaching
- External Examiner Reports
- Input from post-module student surveys.

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Input from post-module student surveys, encompassing quality of teaching, e-learning tools, learning outcome, assessments and feedback
- Programme Review of Modules
- Module/Programme/Personal tutorials
- External Examiner Reports.

Date of Programme Specification Production:

April 2017

Date Programme Specification was last updated:

For further information about this programme, refer to the programme page on the University website

Outline Study Plan

Below are two examples of study plans, one for full time and one for part time. Since the programme offers flexibility in terms of the choice of modules, these are indicative.

Full-time Study Plan (1 year example)			
Term 1	Organisational Behaviour		
Term 2	Financial Management	Information Management	
Term 3	International Healthcare	Residency	Dissertation
Term 4	Strategic Management		

Part-time Study Plan 1½ years' example		
Term 1	Organisational Behaviour	
Term 2	Financial Management	
Term 3	Information Management	
Term 4	Residency	Dissertation
Term 5	International Healthcare	
Term 6	Strategic Management	

Mapping of Programme to QAA Standards

QAA Standard	Module	Organisational Behaviour	Financial Management	Information Management	Leadership and Sustainability	Corporate Strategy and Competitiveness	Strategic Management	Residency - Tackling Global-Local Challenges	Dissertation
Section 5.1: Master's degrees in the business and management field are awarded to students who have demonstrated during their programme									
i. a systematic understanding of relevant knowledge about organisations, their external context and how they are managed									
ii. application of relevant knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the business or organisation									
iii. a critical awareness of current issues in business and management which is informed by leading edge research and practice in the field									
iv. an understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues									

v. creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management								
vi. ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations								
vii. conceptual understanding that enables the student to: a. evaluate the rigour and validity of published research and assess its relevance to new situations, and b. use existing research and scholarship to identify new or revised approaches to practice								
viii. ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process								
ix. ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media)								
x. ability to operate effectively in a variety of team roles and take leadership roles, where appropriate								
xi. ability to take an international perspective including understanding the impact of globalisation on businesses, societies and the environment and the ethical implications								
Section 5.2: Once they are in professional practice, master's graduates should be able to:								
i. apply consistently their knowledge and subject-specific and wider intellectual skills								

ii. deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences								
iii. be proactive in recognising the need for change and have the ability to manage change								
iv. be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations								
v. make decisions in complex and unpredictable situations								
vi. behave ethically and with integrity and manage with a strong sense of social responsibility								
vii. evaluate and integrate theory and practice in a wide range of situations								
viii. be self-directed and able to act autonomously in planning and implementing projects at professional levels								
ix. take responsibility for continuing to develop their own knowledge and skills.								