

Programme Specification

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Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	MBA Healthcare Management
1.4	Exit awards and titles	PG Diploma Business Administration Healthcare Management PG Cert Business Administration
1.5	Credit requirements	MBA – 180 credits at level 7 PG Diploma – 120 credits at level 7 PG Certificate – 60 credits at level 7
1.6	Intake points	Carousel (various)
1.7	Mode of study	Part time
1.8	Length of delivery	2 - 4 years
1.9	Location of delivery	Online
1.10	Language of delivery	English
1.11	Faculty	Business School
1.12	Subject area	Business
1.13	HECoS Code	100079
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	Chartered Management Institute (CMI) Chartered Institute of Marketing (CIM) Institute of Directors Institute of HRM Healthcare Leadership Academy Chartered Institute of Management Accountancy (CIMA) BCS, the Chartered Institute for IT
1.19	Derogation to Academic Regulations	Applicants may RPL a maximum of 60 credits. RPL is not permitted in relation to the final three modules for ONL733, ONL734 and ONL735.
1.20	Foundation Year route	N/A

Section 1 – regulatory details		
1.21	Placement / Work based learning	N/A – no placement
1.22	Length and level of the placement	N/A
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

Throughout the programme of study, the emphasis is founded on the application of theoretical knowledge to business scenarios and problems where an operational solution is sought. In order to achieve this outcome, the aims of the programmes are:

1. To enable students to study a major-subject programme with closely related pathways and focus on particular aspects of a broad subject area in which they have prior knowledge or experience through previous study or employment and understand how the boundaries of new knowledge are expanded through research.
2. To enable students to develop an in depth knowledge of a new subject or field of study and acquire a critical awareness of current issues and developments in the subject.
3. To train students in a range of techniques and systematic procedures that are required when conducting academic research linked to the subject area of business and management.
4. To encourage critical skills, a knowledge of professional responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner and undertake independent study.
5. To provide supervision to students in the development of a research proposal within an area of individual interest and subsequently undertake an extended piece of research that includes a critical review of existing literature or other scholarly outputs that makes up a significant proportion of the programme's assessments and may be more specialised in an area of employment or practice related to a particular profession.
6. To equip students with a range of techniques and methods applicable to professional activities and skill possession as a means of enhancing future employment prospects through the demonstration of originality and creativity in making sound judgements in the absence of complete data.
7. To support effective communication, the exercise of initiative, self-direction and autonomy.

MBA Healthcare Management is intended for clinical and non-clinical leadership and healthcare management professionals in middle and higher management roles. It will support students who are aiming to develop their understanding and application of management and leadership in the healthcare sector. Consequently, this MBA Healthcare management programme will help emerging leaders in the healthcare sector to develop their expertise and capability in leadership and management.

2.2 Programme structure and diagram, including delivery schedule

The MBA Programmes are to be delivered fully online and have a modular delivery pattern, which include modules at 15 credits. The delivery pattern follows the Carousel Model, which encompasses a framework of eight 15 credit modules before moving on to the three final modules, research methods, literature review and management report.

The MBA Healthcare Management; 6 core MBA modules plus two subject specific modules.

Part-time Programme Structure						
Level	Module Code	Module Title	Credit Value	Core/ Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
7	ONL701	Emphasising the Environment	15	Core	Carousel	
7	ONL702	Implementing Strategies	15	Core	Carousel	
7	ONL703	Creative Change and Innovation	15	Core	Carousel	
7	ONL704	Integrated Communications	15	Core	Carousel	
7	ONL705	Financial Insights and Business Intelligence	15	Core	Carousel	
7	ONL706	HRM in Context	15	Core	Carousel	
7	ONL718	Conceptualising Leadership in Healthcare	15	Core	Carousel	
7	ONL721	Professional Practice and Strategy Implementation in the context of Healthcare Management	15	Core	Carousel	
7	ONL733	Management Report	30	Core	Carousel	
7	ONL734	Research Methods	15	Core	Carousel	
7	ONL735	Literature Review	15	Core	Carousel	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
1	Demonstrate a critical appreciation of concepts, principles and theories related to business strategies and a range of applications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Evaluate the contribution to which roles and interactions contribute to a successful, contemporise organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3	Demonstrate insight related to the effectiveness and nature of the stakeholder communications and influence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4	Appreciate the principles of management decision making and the ways in which they contribute to business efficiency, growth and development.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5	Undertake critical thinking to provide a judgement.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
6	Work autonomously to identify and interpret relevant principles and procedures to present analytical resolution.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
7	Bring together theoretical facts and ideas to present synthesis in support of a proposal or argument or solve a business problem.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
8	Demonstrate an awareness of emotional intelligence in self and others as a means of influencing behaviour from a management perspective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
9	Use relevant communication channels and tools for applications throughout business and management situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
10	Interpret business information systems for managerial applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
11	Implement appropriate strategies to support enterprise development and change.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
12	Demonstrate an ethical approach to underpin business practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
13	Communicate effectively both orally and in writing by drawing on relevant information, summarising and interpreting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
14	Master numeracy skills, data analysis and statistical interpretations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Work independently to manage personal development and exercise time-management and prioritisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.3 Programme Learning Outcomes									
No.	Learning Outcome	K	I	S	P	PG Cert (L7)	PG Dip (L7)	Masters (L7)	Optional Ref (PSRB standards)
16	Contribute in an effective manner to evident based decision making in order to influence people and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
17	MBA Healthcare Management: Demonstrate the knowledge and understanding required to contextualise critical healthcare management theory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
18	MBA Healthcare Management: Demonstrate an understanding of the key concepts, theory and application to the healthcare management.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
19	MBA Healthcare Management: the application of critical management and leadership skills in the healthcare sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
20	MBA Healthcare Management : Concerned with the analysis, formulation and implementation of relevant Health Care Strategy and its implications for Healthcare Management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

As this programme is being delivered online via a VLE to students who will always be working at a distance, it is important to provide a learning experience that suits the students' study context. In addition, it will also have to be taken into consideration the fact that online distance learning (DL) students in part time study are typically professionals in full-time employment, who have busy work and home lives and hence are time-poor, tending to be strategic in approaching their studies. In view of these expectations, the learning and teaching approach has the following characteristics.

Each 15-credit module is broken into 7 study weeks, with a further week for completion of final assessment. Each week is treated as a distinct learning chunkset, with separate content presentation and deadlines for the completion of learning activities. The structured integration of knowledge, presentation, content and practice activities is provided in order for the students to have the opportunity to investigate and apply the learning content as well as demonstrate their level of progress through the use of the VLE tools, such as discussion boards and quizzes. Sections of content, with associated activities, are used in order to make the modules accessible and digestible, and to enable the students to demonstrate their progress and acquisition of knowledge and skills. Similarly, this provides opportunities for the module leader and tutors to provide feedback, support and intervention where required.

Knowledge and understanding are developed through the use of a variety of content presentation methods, such as online videos, narrated presentation (minimicro-lectures), text content written by the module leader, hyperlinked web content, digital reading resources, and the students' own research and collaboration. The aim is to use a variety of these methods in order to assist the students to remain engaged.

Skills development is facilitated through the use of a variety of learning activities, presented through, and usually recorded in, the VLE. Online forums will be used for discursive and collaborative tasks and students will be asked to work together in whole-class or small group activities. Students will carry out research, reflect on their own professional practice, collaborate on the development of reports and presentations, and carry out practice activities appropriate to the module topic. The use of the online tools for the students to discuss or record their results allows for the module leader and online tutors to see the progress the students are making and to provide constructive feedback. Training in and support for the use of any required digital tools will be provided.

All of these activities will be planned, so that they constructively align with the module and weekly learning outcomes, as well as the formative and summative assessment tasks, to ensure their efficacy in enabling the students to achieve the outcomes. This alignment and focus on active learning tasks will be initiated through the use of the ABC Learning Design process (developed by UCL and promoted by JISC) at the kick-off of each module's development.

For the MBA programmes, the student's own application of the learning and theories presented in the modules is crucial for their successful completion of the programme, and the collaborative tasks planned into the weekly structure provide plenty of opportunity for students to do so and compare their own professional context and experience to that of their classmates. This collaboration also provides

an excellent opportunity for internationalisation of the teaching content, as it is anticipated that the programme will recruit globally.

Learning and teaching undergoes a change in style at the dissertation stage. Individual specialist supervision is provided to support the student through the individual chapters which make up the submission and work within the confines of the research design and question.

2.4 Learning and teaching strategy

In accordance with sound educational research and current best practice, the programme will be delivered and assessed through a broad range of methods, reflecting the distinctive features of the programme, providing learning opportunities in a supportive environment to ensure knowledge transfer is affected.

Regular communication will be scheduled in the form of programme meetings to share best practice and engage in reflective practice from an individual perspective and contribute views.

2.5 Assessment strategy

In light of the programme format mentioned against the Learning and Teaching Strategy above (online DL delivery, time poor strategic learners) the goal is to make best use of assessment practices that similarly meet the needs of students in this context.

The nature of the assessment tasks will be derived through a process of constructively aligning these with the learning outcomes and learning activities for the module and will be designed to ensure coverage.

Typical characteristics of the online DL delivery approach of this programme include the following. When students are working at a distance, it is critical to ensure that they are demonstrating progress through the submission of work in the VLE. Also, for professional learners, smaller submissions are more achievable in the working week. Therefore, we aim to use multiple points of assessment in each module unless the nature of the module topic dictates otherwise.

The modules have two points of assessment.

Assessment methods will be varied to include formats such as online quizzes, reports and essays, case studies, projects, portfolios of work, reflective statements and reflective portfolios, strategic plans, presentations (both written and recorded) and journals. There will be a mixture of individual and group-work activities to support learning; however, the majority of assessments are individual, due to the limited time students have to build relationships reliant on graded work. Assessment briefs and materials can identify where students apply learning from group activities and other formative tasks to inform their summative work.

Formative assessment tasks will be provided to allow students to demonstrate their progress and gain feedback on their work.

In addition, the assessment schedule of the programme considers the dual needs of assessment for learning and assessment of learning. The strategy is to provide a sequence and variety of assessment tasks to reflect the modular learning outcomes which contribute towards the achievement of the award. Assessments are written in a manner which incorporates subject specific theory and content together with consideration of professional practice and educational scholarship based on current scenarios, where applicable. Each assessment pack includes the standard Masters level marking criteria as a foundation for consistency and provides clarity with regard to the subsequent academic judgements.

Feedback provision will be in accordance with current policies and practices in place throughout Wrexham University to support ongoing progression and development, this will be in electronic format. Up to date details are provided in the Programme Handbook.

All assessments are subject to inclusion in current quality practices which include second marking of a satisfactory sample and external examiner scrutiny.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	Frame 60/62
3.2	Board dates (progression)	Choose an item. Linked to Framework selection only complete if non-standard.
3.3	Cost centre	GABP
3.4	Course type (HESA)	N/A
3.5	Fee model	Other If other, please specify Modular fee structure
3.6	In-year resits	tbc
3.7	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.8	Progression points	N/A
3.9	Semesters per intake	Carousel model
3.10	Semesters per progression point	Variable due to the carousel model
3.11	Start and end dates	Other Carousel model
3.12	Student funding model	Student Financed
3.13	Does the Suitability for Practice Procedure apply to the programme?	No
3.14	Programme Leader	Rebecca Ephraim
3.15	Date of Approval	20/02/2019
3.16	Date and type of Revision	07/2019 Academic Approval for 4 additional titles. 09/2020 Academic Approval for 3 additional titles. 10/2020 APSC approved assessment change of CONL721 03/2021 Amendment to the role of Student Success Coordinator, applicable to students commencing 3rd May 2021 onwards 11/2021 Admin correction to module codes for the 2 Psychology modules 11/2025 Modification to assessment strategy approved with effect from 01/2026.