

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	MSc Global Healthcare Management	Course Code	MSGHMF
FHEQ level and credit of final award	Level 7 180 credits		
Intermediate awards titles	Postgraduate Diploma (Pg Dip) Global Healthcare Management Postgraduate Certificate (PGCert) Global Healthcare Management		
FHEQ level and credit of intermediate award	PGDip Global Healthcare Management - Level 7 – 120 credits PGCert Global Healthcare Management- Level 7- 60 credits		
Awarding Institution	Health Sciences University (HSU)		
Teaching Institution	Health Sciences University (HSU)		
Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition	N/A		
Duration of PSRB accreditation/ recognition where applicable)	N/A		
Mode of study	Full-time Blended learning		
Distance Learning course	No		
Standard length of course	12 months		
Language of delivery	English		
Place of delivery	HSU (London campus)		
UCAS code (where applicable)	N/A		
HECOS Code(s)	100078		
Date Course initially approved	19 December 2024		
Version number	1		

Date this version approved	19 December 2024
Academic year from which this applies	2024/2025
Author	Professor Denise Hewlett

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University's Standard Admission Regulations with some exceptions. The standard regulations may be found from the [Policies and Procedures webpage](#).

These regulations include the general entry requirements and specific requirements regarding English language. For this course, students for whom English is not their first language must achieve a score of 6.0 overall or equivalent (with no element below 6.0) for the International English Language Test Score (IELTS) that is no more than 2 years old on application.

The detailed entry requirements for the course may be found from the relevant course page on the University website.

Recognition of Prior Learning (RPL)

HSU has a Recognition of Prior Learning Policy which can be found from the [Policies and Procedures webpage](#)

2. Additional entry requirements

N/A

3. Aims of the course

The course is designed for administrators, managerial staff and clinical professionals working in both private and national healthcare systems, health and wellbeing settings, including those providing for community-based interventions and pharmacology. It is also suitable for undergraduates in business, allied health professions and in other forms of social, life and/or health sciences as well as those interested in progressing their management and/or leadership careers in healthcare settings that are primarily set in an international context. The course aims to advance students' knowledge of, and skills in, responsible and sustainable leadership and management within the global healthcare sector. The aim of responsible management is to balance economic, environmental and social goals (PRME, 2024), ensuring that business decisions and actions have a positive and sustainable impact.

The healthcare sector is vast and complex. It has been identified as among the most important and fastest growing industries worldwide. Research highlights the increasing importance of responsible leadership and management abilities in enhancing the development and management of healthcare and healthcare systems for improved patient outcomes.

The course aims to develop student knowledge and understanding of, and the skills required to, meaningfully engage with and respond to, for example, the challenges of climate change, an ageing society and advances in technology in the promotion of economic, social and environmental sustainability within the global healthcare sector.

The course will engage students in a variety of learning and teaching methodologies that will include blended learning, action learning and problem-based learning.

On this course, students will develop their:

3. Aims of the course

- knowledge and understanding of the changing nature of business within the global healthcare sector, and the wider business and external environments in which it operates including in relation to sustainability and its impact on society
- skills in, and the practice of, responsible management and leadership within the healthcare sector. This includes developing skills in relation to; people management, problem solving and critical analysis, enhancing commercial acumen and producing deliverables within budget, working with big data, developing research skills and innovation abilities to manage complexity and change that builds responsible and ethical cultures, professional networking, and effective communication skills
- critical thinking skills and abilities to synthesize and apply relevant theory to practice
- abilities to analyse, interpret and resolve complex business issues relevant to the global healthcare sector
- recognition for the importance of collaboration and the skills necessary to build effective internal and external relationships with stakeholders
- ability to evaluate their professional practice through critical reflection, sense-making and constructive feedback, and identify learning and development needs for future practice.
- ability to appreciate how international dynamics, the differences and similarities in global health care systems, impact on strategic decision-making and management within healthcare settings that aim to produce sustainable healthcare systems

4. MSc Global Healthcare Management Course Learning Outcomes – what students will be expected to achieve

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Subject Knowledge and Understanding

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

A1: The structure of and principles that underpin the healthcare sector (at local, national and international levels) and the wider business context in which organisations within the sector operate.

A2: The interrelationships among and integration between the organisations within the healthcare sector and the wider business context.

A3: The effect of the external context on strategy, behaviour, management and sustainability of organisations and the environment.

A4: Organisational functions and processes, their purposes, values and how they respond to change.

A5: Responsible leadership and management, the critical synthesis and application of theory in the advancement of management practice and ethical decision making.

Teaching and Learning Methods

Learning outcomes A1-A6 are achieved by integration of theory and practice. Theoretical content is covered with asynchronous online material, supported by synchronous sessions which emphasise the utilisation of theoretical content into practice. Synchronous activities include but are not limited to interactive seminars, action learning, problem-based learning, group discussions and case studies.

In addition, students are expected to engage in independent reading and research.

Assessment Methods

A1 – A6 are assessed throughout the course using a variety of formative and summative methods. For example:

- Case study analyses
- Reports
- Presentations
- Essays
- Research proposal
- Dissertation or Consultancy Project

Student learning is supported by formative assessments across all units. These will include peer discussions, case studies, presentations,

<p>A6: Current issues, theoretical and applied perspectives in the sector, and relevant techniques applicable to research.</p>	<p>group discussion forums, peer and tutor observations and verbal feedback.</p>
<p>Cognitive Skills</p> <p>Having successfully completed this course students will be able to:</p> <p>B1: Demonstrate the ability to critically appraise, interpret, and synthesise theory, research and practice and apply knowledge to responsible management and leadership contexts within the healthcare sector</p> <p>B2: Demonstrate problem solving and critical analysis skills in data collection and analysis of complex issues, and in the creation and evaluation potential solutions.</p> <p>B3: Demonstrate ethical decision-making, and the ability to articulate and justify decisions with robust supporting rationale</p> <p>B4: Critically evaluate and reflect on own practice, identifying learning needs for further personal and professional development</p>	<p>Teaching and Learning Methods</p> <p>The learning outcomes B1–B4 are achieved through development of critical appraisal and synthesis of theory and practice, problem solving, decision-making and reflective skills.</p> <p>These cognitive skills are developed through interpretation and evaluation of asynchronous online theoretical content. This is supported by synchronous sessions in which theoretical content is applied to practice, with the aim of creating ethical and sustainable solutions to problems presented in real-world case studies and examples.</p> <p>Synchronous activities include but are not limited to action learning, problem-based analysis, group discussions and critical reflection.</p> <p>Students are expected to engage in independent reading and research.</p> <p>Assessment Methods</p> <p>Student’s cognitive skills are examined throughout the course through practical assessment (presentation) and coursework.</p> <p>For example, B1 – B4 are assessed through case study analysis, critical essays, reports and presentation, personal reflection and the completion of a research project. Student learning is supported by formative assessments across all units to include presentations, case study analysis and personal reflection.</p>
<p>Practical Skills</p> <p>Having successfully completed this course students will be able to develop:</p> <p>C1: A responsible approach to the management of people to include team building, nurturing equality, diversity, inclusion, resilience and well-being.</p> <p>C2: Sustainable ideas for commercial acumen which has the potential to build customer/client loyalty.</p> <p>C3: Entrepreneurial and innovative ideas that have the potential for successful and sustainable outcomes.</p> <p>C4: The ability to network, using interpersonal skills including effective listening, negotiation and influence which have the potential to build effective and sustainable relationships</p>	<p>Teaching and Learning Methods</p> <p>Students will develop practical skills throughout the course. This will include in-seminar activities and tasks such as case study analysis (C1, C2, C3), presentations (C3), interaction with guest speakers (C4), action learning (C4, C5) group work and discussions (C4, C5). In addition, students will have the opportunity to plan, design and conduct research (C6).</p> <p>Practical skill development is supported by asynchronous online material. Students are expected to engage in independent reading and research.</p> <p>Assessment Methods</p> <p>Practical skills are assessed throughout the course across different units. For example, C1 – C3 are assessed through case study analysis and in reports, presentations and self-reflection. The ability to use interpersonal skills and conduct research (C4 -C6) are assessed in the research</p>

<p>C5: The ability to work collaboratively, inclusively and with professional integrity with internal and external stakeholders</p> <p>C6: The ability to conduct research that is ethical and aligns with codes of conduct relevant to the healthcare sector</p>	<p>proposal, the consultancy project and through self-reflection.</p> <p>Student learning is supported by formative assessments across all units. These will include presentations and group discussion forums.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1: Demonstrate responsibility for critical self-reflection on own knowledge, skills and practice for continuing personal and professional development.</p> <p>D2: Develop their ability to adapt and be resilient to tolerate uncertainty, challenge assumptions and manage complexity.</p> <p>D3: Demonstrate empathy towards others, be sensitive to diversity and inclusivity in different situations.</p> <p>D4: Demonstrate their ability to learn and act independently in the planning, management and delivery of work-related projects and professional practice.</p>	<p>Teaching and Learning Methods</p> <p>These learning outcomes are achieved through critical self-reflection and demonstration of adaptability, resilience, empathy and ability to act independently and work collaboratively. Transferable skills are developed through seminars and activities which include but are not limited to action learning (D2 - D3), group discussions (D2 – D3), critical self-reflection (D1 and D4) and experiential learning through case study analysis and discussion (D2 – D3)</p> <p>Students are expected to engage in independent reading and research.</p> <p>Assessment Methods</p> <p>Transferable skills are assessed through a variety of methods including self-reflection (D1, D4) portfolio work (D2, D4), presentations (D1-D4), report writing and case-based analysis (D1-4) and through the dissertation or consultancy project (D1-D4).</p> <p>Student learning is supported by formative assessments across all units. These will include peer and group discussions and presentations.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1: Recognise the importance of lifelong and independent learning and critical reflection for continuing personal and professional development</p> <p>E2: Work collaboratively with colleagues and stakeholders demonstrating flexibility, adaptability and a responsible and ethical approach to problem-solving</p> <p>E3: Work in a manner in operations and in strategic developments that works to minimise negative impacts and maximise positive benefits of working sustainably.</p>	<p>Teaching and Learning Methods</p> <p>The learning outcomes are achieved through synthesis of theory and practice, reflection and identification of professional development needs, collaborative working and evidence-based decision-making for ethical and sustainable problem resolution.</p> <p>These professional competencies are enhanced through self-reflection and an understanding of the theoretical content explored in synchronous and asynchronous online material. Synchronous sessions will emphasise the utilisation of theoretical content into practice via case studies and real-world examples.</p> <p>Synchronous activities which support development of these competencies (E1-E3) include but are not limited to action learning, problem-based learning, group discussions, case-studies, and critical reflection and experiential learning.</p> <p>Peer discussions, presentations, group discussion forums, peer and tutor observations and verbal feedback will also support the development of these</p>

	competencies.
	Students are expected to engage in independent reading and research.
	Assessment Methods Professional competencies are assessed through self-reflection (E1-E3), portfolio exercises, reports and case study analysis (E3). All competencies will be assessed through completion of the dissertation or consultancy project.

Intermediate Exit Award Outcomes

Pg Dip Global Healthcare Management

A1: The structure of and principles that underpin the healthcare sector (at local, national and international levels) and the wider business context in which organisations within the sector operate.

A2: The interrelationships among and integration between the organisations within the healthcare sector and the wider business context.

A3: The effect of the external context on strategy, behaviour, management and sustainability of organisations and the environment.

A4: Organisational functions and processes, their purposes, values and how they respond to change.

A5: Responsible leadership and management, the critical synthesis and application of theory in the advancement of management practice and ethical decision making.

A6: Current issues, theoretical and applied perspectives in the sector, and relevant techniques applicable to research.

B1: Demonstrate the ability to critically appraise, interpret, and synthesise theory, research and practice and apply knowledge to responsible management and leadership contexts within the healthcare sector

B2: Demonstrate problem solving and critical analysis skills in data collection and analysis of complex issues, and in the creation and evaluation potential solutions.

B3: Demonstrate ethical decision-making, and the ability to articulate and justify decisions with robust supporting rationale

B4: Critically evaluate and reflect on own practice, identifying learning needs for further personal and professional development

C1: A responsible approach to the management of people to include team building, nurturing equality, diversity, inclusion, resilience and well-being.

C2: Sustainable ideas for commercial acumen which has the potential to build customer/client loyalty.

C3: Entrepreneurial and innovative ideas that have the potential for successful and sustainable outcomes.

C4: The ability to network, using interpersonal skills including effective listening, negotiation and influence which have the potential to build effective and sustainable relationships

D1: Demonstrate responsibility for critical self-reflection on own knowledge, skills and practice for continuing personal and professional development.

D2: Develop their ability to adapt and be resilient to tolerate uncertainty, challenge assumptions and manage complexity.

D4: Demonstrate their ability to learn and act independently in the planning, management and delivery of work-related projects and professional practice.

E1: Recognise the importance of lifelong and independent learning and critical reflection for continuing personal and professional development

E2: Work collaboratively with colleagues and stakeholders demonstrating flexibility, adaptability and a responsible and ethical approach to problem-solving

Pg Cert Global Healthcare Management

A1: The structure of and principles that underpin the healthcare sector (at local, national and international levels) and the wider business context in which organisations within the sector operate.

A2: The interrelationships among and integration between the organisations within the healthcare sector and the wider business context.

A3: The effect of the external context on strategy, behaviour, management and sustainability of organisations and the environment.

A4: Organisational functions and processes, their purposes, values and how they respond to change.

A5: Responsible leadership and management, the critical synthesis and application of theory in the advancement of management practice and ethical decision making.

A6: Current issues, theoretical and applied perspectives in the sector, and relevant techniques applicable to research.

B1: Demonstrate the ability to critically appraise, interpret, and synthesise theory, research and practice and apply knowledge to responsible management and leadership contexts within the healthcare sector

B2: Demonstrate problem solving and critical analysis skills in data collection and analysis of complex issues, and in the creation and evaluation potential solutions.

B3: Demonstrate ethical decision-making, and the ability to articulate and justify decisions with robust supporting rationale

B4: Critically evaluate and reflect on own practice, identifying learning needs for further personal and professional development

C1: A responsible approach to the management of people to include team building, nurturing equality, diversity, inclusion, resilience and well-being.

D1: Demonstrate responsibility for critical self-reflection on own knowledge, skills and practice for continuing personal and professional development.

D4: Demonstrate their ability to learn and act independently in the planning, management and delivery of work-related projects and professional practice.

E1: Recognise the importance of lifelong and independent learning and critical reflection for continuing personal and professional development

E2: Work collaboratively with colleagues and stakeholders demonstrating flexibility, adaptability and a responsible and ethical approach to problem-solving

Course Structure

5. Outline of course content

The course is designed for administrators, managerial staff and clinical professionals working in both private and national healthcare systems, health and wellbeing settings, including those providing for community-based interventions and pharmacology. It is also suitable for undergraduates in business, allied health professions and in other forms of social, life and/or health sciences as well as those interested in progressing their management and/or leadership careers in healthcare settings that are primarily set in an international context. The course aims to advance students' knowledge of, and skills in, responsible and sustainable leadership and management within the global healthcare sector.

The course provides students with the opportunity to develop their knowledge and understanding of the healthcare sector at local, national and international levels, the interrelationships between organisations in the sector and the external environment and how they influence strategic decision-making. Students will develop their understanding of current issues affecting the healthcare sector and examine different theoretical and applied perspectives and research techniques relevant to the sector. Responsible leadership and management will be explored, and students will engage in the critical synthesis and application of theory with the aim of advancing management practice and ethical decision making in the sector. Principles of Responsible Management are embedded throughout the course and the units reflect a responsible and sustainable approach to management and leadership.

The course provides the opportunity for students to enhance their cognitive and practical skills in;

- critically appraising, interpreting and synthesising theory, research and practice for application in management and leadership within the healthcare sector;
- problem solving and critical analysis in relation to complex issues and in the creation and evaluation of potential solutions;
- ethical and sustainable decision-making, and the ability to articulate the decision-making process and justify decisions with robust supporting rationale;
- critical evaluation and reflection on own practice, identifying learning needs for further personal and professional development;
- the generation, development and communication of ideas and support for successful and sustainable outcomes.

The course consists of six core and five optional units. Students must complete either GHC7007 or GHC7008:

Unit Code:	Unit Title:	Core/ Optional Unit	Credits
GHC7001	Global Health and Healthcare Management: Challenges, Context and Implications	Core	20
GHC7002	People Strategy and Management	Core	20
GHC7003	Strategic Leadership and Management	Core	20
GHC7004	Health Policy: Politics and Power	Core	20
GHC7005	Finance and Accounting for Managers	Core	20
GHC7006	Applied Research Methods	Core	20
GHC7007	Dissertation	Optional	40
GHC7008	Consultancy Project	Optional	40
GHC7009	Innovation through Digital Transformation in Healthcare Management	Optional	20

5. Outline of course content

GHC7010	Innovation and Entrepreneurship in the Healthcare Sector	Optional	20
GHC7011	Sustainability in the Healthcare Sector	Optional	20

A full course diagram can be seen in Appendix 1

6. Placements, work-based learning or other special features of the course

The course offers students the opportunity to study either the dissertation or consultancy project plus one of three further optional units in the final semester. The dissertation offers students the opportunity to engage in academic research relating to a strategic business issue. The consultancy project offers students the opportunity to engage with a client and conduct research that seeks to provide practical and feasible solutions to the strategic issue(s) identified through consultation with the client. The three further optional unit provide students with the flexibility to explore an area that may be of particular interest or relevance to their current and /or future career aspirations.

7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided at [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

HSU courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with university staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one sessions at set times. Interactions via email is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

8. Learning hours/student workload

There are around 48 hours contact time for each unit on this course. Contact time will comprise of face-to-face or on-line activities that are tutor-led or mediated. These may include lectures and interactive seminars/workshops. The units will also include tutor guided content. This may include, for example, directed reading and review of lecture presentation in the virtual learning environment (VLE) in advance of scheduled sessions.

In addition to contact time and guided non-contact hours, students are expected to engage in independent study. This includes time for revisions/preparation for assessments, as well as activities such as private reading and research.

Students will complete either the Dissertation unit or the Consultancy Project unit. These are independent study units. As such there are no formal lectures or seminars/workshops. Instead, students will receive supervision support from an allocated project/dissertation supervisor. These units also include online tutor guided study materials. Students are expected to engage in independent study in the completion of the dissertation or consultancy project. Further detail about student workload is provided in each of the unit specifications.

The units which comprise this course will be delivered one unit at a time (block teaching delivery). This will include blended learning as outlined above.

9. Staff delivering the course

Students will be taught by HSU academic staff and where appropriate, subject matter specialists and professionals from industry with relevant expertise. This will include academic lecturers and visiting faculty such as academics from other HEIs in the UK and overseas, and members of professional organisations and/or learned societies with expertise in areas relevant to business and healthcare sector.

The programme and visiting faculty will be enhanced through the guest speaker series comprised of academics and professionals with relevant health and healthcare management expertise.

10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Policies and Procedures webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

The course aims to develop student awareness and enhance skills to engage in institutional roles for example, working in local, regional, national or international government policy-making bodies (such as, learned societies, departments related to health and/or social services, global institutions such as World Health Organization, United Nations, NGOs and charitable organisations such as Gates Foundation. The teaching and learning design focusses on providing graduates with skills that will support their employment in /progression towards developing their careers.

Through successful completion of the course, graduates will be equipped to advance their careers and engage with opportunities for work in a range of junior and middle managerial/leadership roles in healthcare and charitable/third sector health/care-giving contexts. For example, in private and public health and health-related organisations such as hospitals, clinics and health authorities; non-governmental organisations; insurance and managed-care organisations; pharmaceutical, biotechnology and medical equipment and related health industries. Some graduates may return to their clinical practices, potentially in enhanced leadership roles. Alternatively, some graduates may transfer from clinical to managerial posts or transition into policy development and implementation roles.

11. Employment progression routes

A developing alumni network will support our graduates and regular network activities progressed at our London campus are planned, to which all our students will be invited and members of our growing visiting faculty.

Some graduates of this course may choose to continue and develop their research interests and progress to doctorate level study.

12. Additional costs and special or unusual conditions which apply to this course

Potential additional costs include:

- Students will be expected to have an electronic device on which they can access course materials. They will need a secure internet connection with enough bandwidth to stream videos and online content.
- Students may wish to purchase copies of any required textbooks or their own copies of some recommended textbooks. There are no direct printing costs, but some students may prefer to print out materials.

13. Methods for evaluating the quality of learning and teaching

Students can engage in the quality assurance and enhancement of their courses in several ways which may include:

- Completing student surveys annually to provide feedback on individual units and on the course as a whole
- Taking part in focus groups
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)
- Engaging directly with our lecturing team and the Head of Health Business School.

The ways in which the quality of the University's courses is monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.

14. Inclusivity statement

HSU is committed to being an institution where students and staff from all backgrounds can flourish. HSU recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

HSU seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into

14. Inclusivity statement

consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

This course is designed at academic level 7 and is referenced to the following external benchmarks to ensure the course aims and learning outcomes were developed in line with the characteristics of Master's degrees:

- UK Quality Code for Higher Education (2024)
- QAA Master's Degree Characteristics Statement (2020)
- SEEC Credit Level Descriptors for Higher Education (2021)

In addition, the course has been designed to align with key guidance from the following:

- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024)
- QAA Benchmark Statement Master's Degrees in Business and Management (2023)
- QAA Subject Benchmark Statements, Health Studies (2024)
- Education for Sustainable Development Guidance (2021)
- UN Principles for Responsible Management (PRME)
- World Health Organisation Human Resources for Health Leadership and Management: a prototype curricula (2022)
- Chartered Management Institute (CMI) Level 7 Strategic Management and Leadership Practice Syllabus (2021; version 4)

16. Internal reference points and policy frameworks

Internal reference points and policy frameworks include:

- Strategic Plan (2021-2026)
- Education Strategy (2023-2026)
- Course Design Framework (2024)
- Curriculum Design (2024)
- Course Structure Policy and Procedure (2024)
- Assessment Regulations for all Higher Education Courses (2024)
- Recruitment, Selection and Admissions Policy Taught Programmes (2024)

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

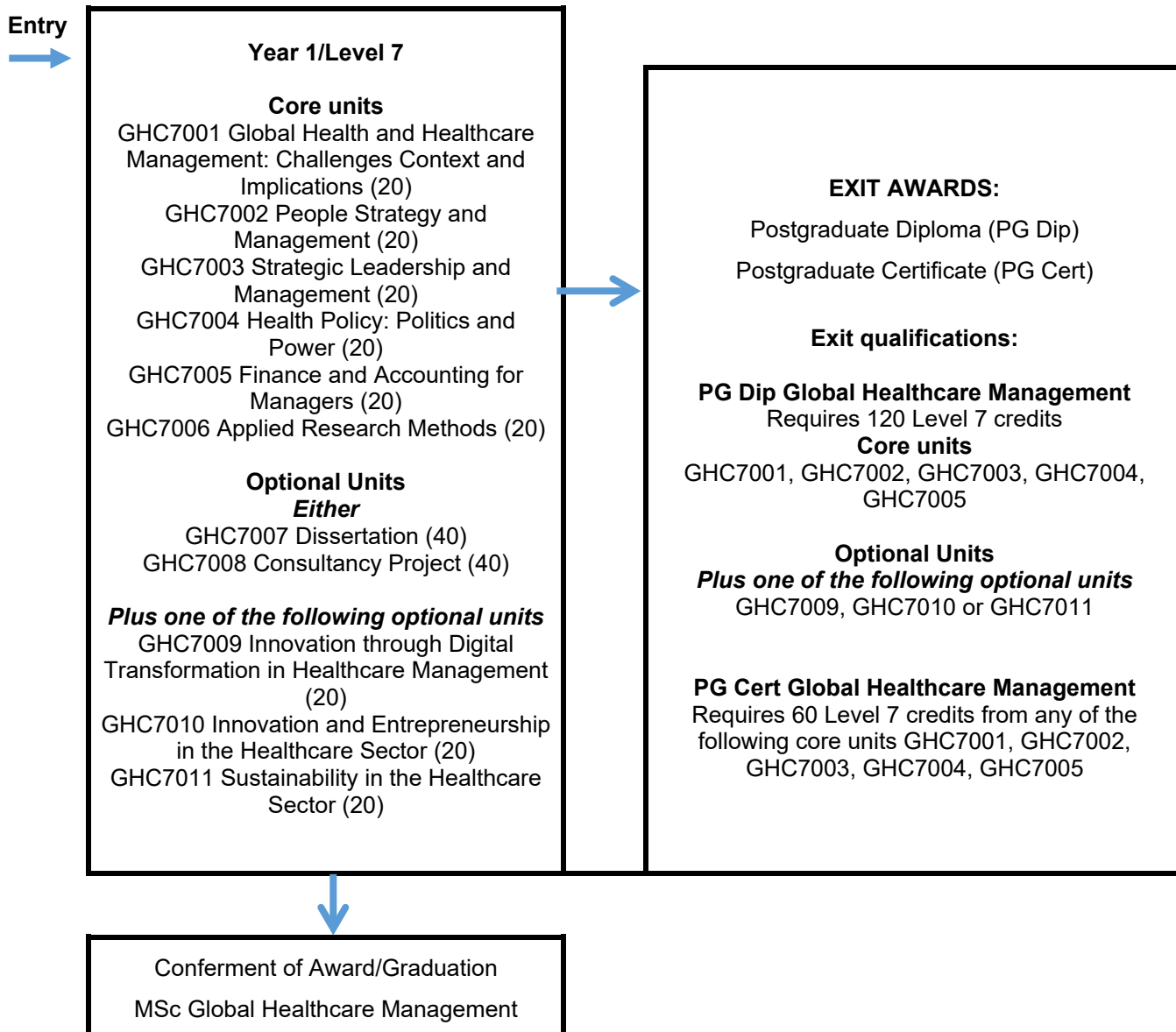
Course level

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix One - Course Diagram
MSc Global Healthcare Management



Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be **taught (T)**, **developed (D)** and/or **assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Unit Code	Level	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4
GHC7001	7	TA	TA	TA	TA	TA	TA	TA	TA	TA											
GHC7002	7	TDA	DA	DA	TA	TDA	DA	DA	DA	DA		TA						TA			TA
GHC7003	7	DA	DA	DA	DA	DA		DA	DA	DA	DA	TDA	TA	TA	TA	TA		DA	TA	TA	DA
GHC7004	7	DA	DA	DA		DA	DA	DA	DA	DA											
GHC7005	7	D	DA	DA	TDA	DA		TDA	TDA	TDA	TDA								D	D	DA
GHC7006	7			DA	DA	DA	DA	DA	DA	DA	D			DA			TA	D		DA	TDA
GHC7007	7	DA	DA	DA	DA	DA	DA	DA		DA	DA			A			A				A
GHC7008	7	DA	DA	DA	DA	DA	DA	DA		DA	DA		A	A	A	A	A			A	A
GHC7009	7	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA
GHC7010	7	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA
GHC7011	7	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA	DA

Appendix 3 Course summary

This must be consistent with information provided in each unit specification.

Course title: MSc Global Healthcare Management

Unit details						Assessment Component Weightings (%) *						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
GHC7001	Global Health and Healthcare Management: Challenges Context and Implications	1.0	20	C	N/A			100				No	48	24	128
GHC7002	People Strategy and Management	1.0	20	C	N/A			100				No	48	24	128
GHC7003	Strategic Leadership and Management	1.0	20	C	N/A			100				No	48	24	128
GHC7004	Health Policy: Politics and Power	1.0	20	C	N/A			100				No	48	24	128
GHC7005	Finance and Accounting for Managers	1.0	20	C	N/A	60		40				No	48	24	128
GHC7006	Applied Research Methods	1.0	20	C	N/A			100				No	48	24	128
GHC7007	Dissertation	1.0	40	O	N/A			100				No	10	12	378
GHC7008	Consultancy Project	1.0	40	O	N/A			90		10			10	12	378
GHC7009	Innovation through Digital Transformation in Healthcare Management	1.0	20	O	N/A			100				No	48	24	128
GHC7010	Innovation and Entrepreneurship in the Healthcare Sector	1.0	20	O	N/A			100				No	48	24	128
GHC7011	Sustainability in the Healthcare Sector	1.0	20	O	N/A			100				No	48	24	128
Exit qualification: MSc Global Healthcare Management requires 180 credits at Level 7. Students may exit with a Pg Diploma Global Healthcare Management if they have successfully completed 120 credits at Level 7 which includes five core units (GHC7001-GHC7005) plus one of the optional units GHC7009-GHC7011. Students may exit with Pg Certificate Global Healthcare Management if they have successfully completed 60 credits at Level 7 which includes three core units from GHC7001 to GHC 7005.															

* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.