UNIVERSITY of BRADFORD

Faculty of Health Studies

Programme Specification

Programme title: MSc Diversity Management

Academic Year:	2019/20
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	N/A
Final and interim award(s):	[Framework for Higher Education Qualifications (FHEQ) level 7] MSc Diversity Management Postgraduate Diploma Postgraduate Certificate * If the core module is not studied, students may exit with an award of Diversity Studies
Programme accredited by (if appropriate):	
Programme duration:	1 year full time 4 years part time
QAA Subject benchmark statement(s):	
Date last confirmed and/or minor modification approved by Faculty Board	April 2019

Please note: This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

Introduction

The MSc Diversity Management programme adopts a holistic approach to diversity covering a wide range of perspectives and cultural markers including sex, age, race, colour, ethnic or national origins, gender identity, disability, religious or political beliefs and affiliations, marital status, family responsibilities, sexual orientation or other distinction. The programme covers all protected rights covered by the Equality Act (2010) and other international legislative drivers and policies including the EC Directives.

The MSc in Diversity Management and its nested awards are designed within the context of current and future demands of leaders and management, practitioners and consumers of public, private and third sector services. The awards recognise

the changing social, political and economic climate in which equality and diversity is practised, the emerging equality and employment regulatory requirements, Government policy expressed through equality policies and strategies and other gold standards. The awards are designed to provide a set of essential competencies for diversity thought leaders and practitioners relevant to a wide range of sectors, the NHS Constitution (2013); Francis Report (2013), QIPP (2012), Health and Social Care Act (2012), Knowledge and Skills Framework, National Workforce Competencies (Skills for Health, 2004), National Occupational Standards Health and Social Care (Skills for Care 2012), Equality Delivery System 2 [EDS2, 2013] and Workplace Race Equality Standards [2014], Equality Framework for Local Government Local Government Improvement and Development Agency, 2009), NHS Leadership Qualities Framework (NHS Institute for Innovation and Improvement, 2002) and the changing NHS and Social Care architecture.

Programme Aims

The programme is intended to:

- A1 Provide a flexible educational framework that is vocationally relevant, which meets the professional development needs of the student, as well as the organisational needs of employers.

- A2 Stimulate students to become autonomous self-directed learners who are motivated to sustain and advance their own continuous professional learning with a confidence to support the professional development of colleagues and the work of their organisations.

- A3 Develop the skills and knowledge commensurate with a graduate which will provide students with a critical understanding and awareness of the depth and breadth of knowledge applicable to contemporary diversity management

- A4 Further develop the students cognitive and practical skills to undertake data synthesis, complex problem solving, the articulation of competing perspectives and competence in diversity management

- A5 Provide opportunities for interprofessional teaching and learning to share the knowledge, skills and experience common to a range of different health and social care, other public, private and voluntary/community sector organisations.

- A6. Develop critically reflective, competent practitioners, managers and leaders who will inform and shape or change inclusive, fair and culturally appropriate service provision and workplaces.

- A7 Develop the skills and knowledge which will enable students to meet the lifelong learning demands of working as autonomous practitioners within multi-professional teams and dynamic environments.

Additionally the student may wish to study one or more research or management modules for a postgraduate diploma or undertake a Masters level final stage module

- A8 Develop critical perspectives on research and knowledge development in diversity management.

- A9 Develop an understanding of the theoretical constructs underpinning research or project management which will inform the undertaking an ethical piece of research or a work based project and the ability to demonstrate how the findings can influence practice and policy.

Programme Learning Outcomes

To be eligible for the award of Postgraduate Certificate and Postgraduate Diploma at FHEQ level 7, students will be able to:

LO1 Develop a detailed knowledge and understanding of the research evidence base and underlying principles that relates to inclusion and diversity management

LO2 Reflect upon and demonstrate knowledge of values and ethical thinking and demonstrate mastery within the field of diversity management.

LO3 Develop and demonstrate the ability to articulate sound and creative arguments using a variety of formats including written and oral communication skills.

L04 Demonstrate the ability to become an independent learner capable of continuing professional development, using skills in critical reflection, reflexivity, action planning and self-evaluation.

LO5 Demonstrate the ability to use IT skills to gather, synthesise and appropriately apply information.

LO6 Critically appraise and synthesise research evidence in order to analyse, evaluate and apply principles of inclusion appropriately to ensure efficacy of policy development and contemporary practice.

LO7 Evaluate and critically apply theoretical concepts and where appropriate, master practical skills for the management of complex issues associated with contemporary diversity management.

LO8 Demonstrate management and leadership through effective communication, problem solving, and decision making

LO9 Evaluate changes in practice to contribute to the development of quality systems and frameworks, which embrace inclusive leadership, management and organisational governance.

L10 Critically evaluate theoretical perspectives, methodologies and methods associated with knowledge development through research commissioning.

LO11 Demonstrate a critical awareness and understanding of different theoretical constructs underpinning research, project management methodologies or management theories

LO12 Design, undertake and report on either a systematic review, a piece of empirical research, work based or management project that contributes to or extends the body of knowledge in the students field of practice

Curriculum

Students will be eligible to exit with the award of Postgraduate Certificate if they have successfully completed 60 credits and achieved the award learning outcomes.

Students will be eligible to exit with the award of Postgraduate Diploma if they have successfully completed at least 120 credits and achieved the award learning outcomes.

Students will be eligible for the award of Degree of Master if they have successfully completed at least 180 credits and achieved the award learning outcomes.

Curriculum Table * these modules have a pre-requisite that must be studied prior to studying this module ** students must choose one of the three 60 credit modules				Postgraduate Certificate	Postgraduate Diploma	Masters
Module Code	**Module Title**	**Credits**	**Semester**			
DIM7008-C	Dynamics of Diversity and Power (DDP)	30	1/2	C	C	C
DIM7012-C	Cross Cultural Communication (CCC)	30	1/2	O	O	O
DIM7004-C	Elective Studies in Diversity Practice (ESDP)	30	1/2	O	O	O
DIM7010-C	Diversity and Organisational Performance (DOP)	30	1/2	O	O	O
DIM7007-C	Critical Perspectives on Research Commissioning (CPRC)	30	1/2	O	O	O
RES7013-C	Preparing for Research	30	1/2		O	C
LEM7006-E	Management Project	60	1/2			C**
RES7007-E	Pursuing a Systematic Review*	60	1/2			C**
RES7008-E	Pursuing Primary Research*	60	1/2			C**

The curriculum has been designed to meet the needs of students from a range of employment backgrounds. Most students initially choose to study modules that form the defined pathways for Diversity Management.

The modular format of the programme and its position within the Faculty of Health Studies SSPRD Framework permits students to select and study at least one module, that is out with, but complementary to, their speciality and in so doing broaden their knowledge and understanding of other areas that impact on Diversity Management. The curriculum provides a range of modules that are combined to provide an individualised award. However, it is possible in negotiation with the programme leader or academic advisor to undertake modules from across the Faculty's SSPRD Framework to accrue credits by applying the course work from, for example, the research or management work based project module to the students field of practice/area of employment which will make the module relevant to Diversity Management. This would also be the same for the independent study modules or other inter-professional modules offered. Application of specialist knowledge applied to these modules enables students learning needs to be achieved.

Students on the MSc Diversity Management undertake either the Critical Perspectives on Research Commissioning module or one of the Faculties' taught 30 credit research modules at Postgraduate Diploma stage in order to study a final stage 60 credit research module at MSc level.

Students choosing to join or move from this award to the generic pathway within the SSPRD Framework can take as many modules as they choose, in the order that they wish. If the student chooses to move from a named award pathway and study a number of alternative modules, they will be informed about when they have enough credit for a postgraduate certificate or diploma award. The naming of generic award will depend on the choice of the modules students have undertaken. If students have taken only the optional modules from the MSc Diversity Management portfolio, a fall back award is possible to that of **Diversity Studies**.

Teaching and Learning Strategy

The curriculum is based on the principles of active and collaborative learning, and students are integral to learning situations. Whilst following this programme of study students will engage with learning through a range of teaching methods. To a degree these methods will be dependent on modules studied, however student-centred approaches to learning are a feature of the modules and students will be expected to take responsibility for their learning as they develop their academic skills. There are a number of approaches to the manner in which modules are delivered and these include block attendance, study day attendance, distance learning and blended learning. When devising their study plan students will be informed regarding which delivery methods are utilised for which module and in which semester their chosen modules are being delivered. Students will also be informed about dates and times of compulsory attendance at the university, where applicable.

The supporting appendices indicate how the modules map to the programme learning outcomes; how the different modes of assessment map to each module and how the teaching methods for each module are mapped.

The aims of the teaching and learning strategies have been designed so that students will be given the opportunity to develop theoretical and experiential understanding (Programme LO's 1, 3, 7, 11), advance their knowledge and critical thinking (Programme LO's 2, 8, 4, 10, 12) and to develop a range of skills appropriate to their professional field, organisation and workplace setting (Programme LO's 5, 6, 9). The modules and awards nested within the framework offer students the capacity to acknowledge and build upon the knowledge and skills they may have acquired through previous learning experiences including those in the workplace.

The programme of study will expose students to a range of different teaching, learning and assessment strategies required to achieve the learning outcomes. The teaching approaches that are used across the Faculty of Health Studies are informed by the University core objectives: Excellence, Internalisation, Sustainability and Equality and Diversity. Students may experience these across their choice of

modules in order to meet both the aims of the programme and their learning outcomes which may include any number of the following:

- Lectures [both face to face and online]: to a group of students where information will be presented and discussed whilst informed by the core values.

- Facilitated seminars and group discussion: where learning will be through the interpretation and critical application of information and group learning

- Tutorial where small group number of students reflect and discuss issues related to their learning

- Work-based learning: where learning is directed within the work environment and is reflected upon and then reported on.

- Work-based learning: where skills are taught in relation to theory and best practice enabling students to advance their competent in their field of practice

- Use of Web based virtual learning environments, such as Canvas, to access information and to interact with other students undertaking group work or developing wikis.

- Distance learning packages where clearly defined directed study and tasks are available for the student to undertake.

- Directed reading: where set reading may be recommended

- Self directed learning: Where student are expected to develop their own learning by identifying areas of interest and areas in which knowledge needs to be developed.

- Undertaking a work based project or a research module which is shaped by the students own self directed learning needs and the learning outcomes at MSc level.

Students will be expected to develop an autonomous learning style and become self directed as a learner.

Assessment Strategy

In order to develop a range of skills and choice of assessment, the programme progressively enables students to select which pieces of work will be summatively assessed at the end of each year. Formative assessment feedback will inform additional learning and teaching support that may be required in preparation for the summative, and all subsequent assessments. All the theoretical work will be assessed using the Faculty of Health Studies Level 7 marking criteria.

In each module there will be a critical self-reflection and self-development including group discussions, input from wikis reflecting on the application of theory to workplace, Equality Impact Assessments of student experience and student learning gains and action plans to support personal and academic development.

Student learning will be assessed against the learning outcomes and programme aims through the use of a range of different assessment techniques which may include one or more of the following approaches:

- Written essay

- A Reflective Case study

- The development of a reflective portfolio

- Completion of set number of competencies

- Seminar Presentation

- Written project report

- Completion of a Dissertation

Some of these teaching and assessment strategies may change over time and through the ongoing development of the programme and its nested awards. Please see appendix for Assessment map.

Assessment Regulations

This Programme conforms to the standard University Assessment Regulations which are available at the link below

http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/

However, there are three exceptions to these regulations as listed below:

1. Students must achieve 40% in each module which make up an award of which all components of assessment are achieved at 40%.

2. Students are offered reassessment (supplementary assessment as a second attempt) prior to a Board of Examiners meeting.

3. Students are permitted an opportunity to import prior certificated learning which equates to more than 50% of the final award, this is subject to approval by the Faculty Associate Dean Learning and Teaching.

Admission Requirements

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The standard entry requirements for the programme are as follows:

- A first degree in a relevant subject area, NVQ level 6 or equivalent or a relevant postgraduate qualification

- Work in a position related to diversity.
- Possess computer skills or the willingness to learn computer skills appropriate to work in a blended learning environment.
- Have access to a computer that has a broadband connection and that can browse the internet and has word processing on it.
- Students for whom English is not a first language must have an IELTS score of 6.5 or equivalent.

Recognition of Prior Learning

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate this learning in order to provide the applicant with exemptions from specified modules contained within the curriculum.

Applicants may be permitted to import specific academic credit subject to the conditions and waivers from the regulations of the University of Bradford. Prospective applicants are encouraged to talk the Programme Leader if they do not fit the standard pattern of entry qualifications. Guidance on how to make a claim for prior learning is available from the Faculty of Health Studies.

The curriculum may change, subject to the University's programme approval, monitoring and review procedures. In particular it is intended that new modules may be added in order that customised programmes can be developed in response to employers training needs provided that these align with the framework learning aims and objectives.

The University of Bradford has always welcomed applications from disabled students, and these will be considered on the same academic grounds as are applied to all applicants. If applicants have some form of disability they may wish to contact the programme leader before they apply.

Please note that admission requirements may change, subject to the University's monitoring and review procedures.

Minor Modification Schedule

Version Number	Brief description of Modification	Date of Approval (Faculty Board)
2	Update to School names and removal of references to the Faculty of Health Studies SSPRD Framework. Clarification of waivers to regulations and minor typographical errors. Made clearer the exit award where the core module has not been achieved. Updated programme duration.	April 2019

References

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