

PROGRAMME SPECIFICATION

KEY FACTS

Programme name	MSc Leading Integrated Care
Award	MSc
School	Health Sciences
Department or equivalent	Division of Health Services Research and Management
Course code	ICPLIC
Programme code	ICMSLIC01
Route code	PSLICR
Type of study	Postgraduate Taught
Total UK credits	180
Total ECTS	90

PROGRAMME SUMMARY

Background

The health and social care landscape is undergoing significant and rapid change, both in the UK and internationally. Advances in health technologies, rising costs of care, increasing consumer demand, ageing populations, public health challenges such as obesity, the increasing prevalence of long-term conditions (such as diabetes and dementia) and other pressures present significant and growing challenges. As a result, health and social care services are often fragmented, hard to access and failing to keep pace with people's changing health and social care needs, and it is increasingly clear that minor or incremental changes to existing models of care are not sufficient to address these challenges.

A key set of ideas and approaches to tackling these issues involves integrated and person-centred (or personalised) care. Integrated care aims to improve quality and efficiency by providing joined-up, coordinated health and social care. It also typically involves integration or close working with other sectors, such as housing, education and the criminal justice system. At the heart of integrated care is person-centred care, the principle that professionals and organisations who work with people with health, social care and other needs should collaborate to provide high quality care and treatment. Care should be planned and organised around the needs, preferences and priorities of individuals, carers and families, so that "people have choice and control over the way their care is planned and delivered. It should include service users and carers as equal partners, and puts into practice the principle of 'no decision about me without me'.

The benefits of care that is personalised and coordinated across different healthcare settings, across mental and physical health, and across health and social care have been well documented. It has been shown to improve health and other outcomes for service users, and to reduce fragmentation and inefficiencies in service delivery. It is also seen as a key mechanism for addressing staff shortages and the growing demand for health and social care services.

The development of integrated and person-centred care is therefore now seen as a top priority among policymakers in many countries (WHO, 2016). In England, following the publication of the *NHS Long Term Plan* (2019), integrated and person-centred care have moved centre stage. Key themes include shared decision making and giving people more control over their own health and care; more effective collaboration between primary care, community services, local councils and other partners; and ensuring people can access services such as transport, leisure, education and housing. Specific areas for development include social prescribing, personalised care planning, personal health budgets, personal care records, and single points of access and assessment.

Such an ambitious and wide-ranging policy agenda clearly has significant implications for leaders of health and social care organisations (including public health), and for those professionals directly involved in delivering care. There are many excellent examples of effective integrated health and social care services delivering significant improvements in care. However, it is clear that progress has been slow and uneven, and that much work is still needed in order to embed the culture and practice of integrated and person-centred care across the whole of the health and social care system. Creating and sustaining genuine change requires organisations and professionals to work differently, and to adopt a systematic approach to engaging patients in decisions about their health and wellbeing. However, organisations vary widely in their preparedness for change, and in the skills, resources and leadership capacity available to them.

This programme is aimed at professionals from any background – both clinical (e.g. medical, nursing and allied health professionals) and non-clinical (e.g. commissioners, managers and policymakers) - working within health or social care organisations who wish to develop their knowledge, understanding and skills relating to integrated and person-centred care. It is designed to meet the professional needs of those who are either already occupying leadership or management roles, or who wish to move into such roles, and who are interested in leading integrated care initiatives for the benefit of their local populations, service users and carers, and organisations.

By completing the MSc Leading Integrated Care you will have demonstrated original application of theory and evidence to current problems and issues within integrated care from different perspectives to broaden your expertise and skills. You will have acquired applied research and evaluation skills to critically investigate integrated care issues and have engaged in research that contributes new views to this area.

If you exit the programme with a Postgraduate Diploma in Leading Integrated Care you will have critically explored theory and evidence relating to current problems and issues within integrated care. You will have acquired the applied research and evaluation skills required to critically evaluate current evidence in the field and provided appropriate critiques of knowledge and techniques in relation to this.

If you exit the programme with a Postgraduate Certificate in Leading Integrated Care you will have been enabled to critically examine theory and evidence relating to current problems and issues within integrated care and be able to synthesise and apply these. You will also be able to use a range of techniques to undertake your scholarly work.

Main aims of the programme

This innovative programme aims to help tackle these challenges. Specifically, the programme aims to:

- respond to and keep abreast of the rapid evolution in the policy, theory and practice of integrated and person-centred care, both in the UK and internationally;
- combine academic rigour with the development of practical, transferable skills which can be applied in a wide variety of health and social care settings;
- introduce you to the key concepts and models of integration and personalisation as applied to health and social care, and the values, principles, evidence and theories that underpin them;
- emphasise the need for strategic initiatives through partnerships between health, social care and other public, private and voluntary sector organisations, and for securing broad local support for change;
- provide a forum for sharing knowledge and experience with other participants through discussion and debate;
- develop critically reflective leaders, practitioners or researchers who will contribute to leading and transforming health and social care;
- develop your theoretical and practical understanding of how integrated services are planned, implemented, evaluated and commissioned, using real-world examples and case studies to illustrate areas of success in integration and personalisation.

Programme structure

The MSc programme is structured around the main stages or 'building blocks' required for the successful development and implementation of any integrated or person-centred care initiative (Miller, 2016):

- Establishing purpose and need
- Engaging individuals and communities
- Leading self and others
- Managing change
- Reviewing and evaluating
- Working with service users and carers
- Working with staff
- Working with processes (e.g. information technology)
- Sustaining and improving

Each core module will address one or more of these building blocks:

- *Integrated and Person-Centred Health and Social Care (30 credits)*: the theory, practice and evidence base of integrated and person-centred care; areas covered will include the main models of and approaches to integrated and person-centred

care, needs assessment, working with service users, carers and staff, and the role of technology.

- *Systems Leadership (30 Credits)*: how to lead across boundaries (departmental, organisational or sector) and influence others; how to work when you face complex and seemingly intractable problems, and where you need to balance multiple uncertainties and challenges.
- *Evidence-Based Evaluation (30 credits) (not required for the Postgraduate Certificate in Leading Integrated Care)*: how to successfully lead and manage an evaluation of an integrated care initiative, from initial planning and design through to implementation; the module will include a thorough grounding in relevant qualitative and quantitative research methods, and evidence appraisal and synthesis skills.

The links between theory, evidence and practical application are emphasised at all stages of the programme.

For the MSc and Postgraduate Diploma in Leading Integrated Care you will also choose two further 15-credit (or one 30-credit) elective (optional) modules from the wide range offered by the School of Health Sciences. These may relate to topics such as health policy, public health, health economics or health and social care commissioning (see Appendix for an indicative list).

The Programme Director will provide you with individual advice and guidance to ensure that your choice of elective modules meets your learning goals and professional needs.

Dissertation

Drawing on your learning from the taught component of the programme, you will write a Dissertation in the form of an *integrated care project report* of between 12,000 and 15,000 words. This can take the form of either a detailed project proposal, focusing on the design, planning and evaluation of a proposed integrated/person-centred care initiative, or a report of the implementation and evaluation of an initiative that has already been undertaken, or is underway (60 credits).

You will be allocated a dissertation supervisor towards the end of the Autumn Term (for part-time students, this will be Autumn Term of your second year). Prior to this you will also have the opportunity to discuss any initial ideas you may have about your dissertation topic with academic staff. We will aim to match you as closely as possible with a supervisor with experience of your area of interest, and to facilitate this you will be provided with a booklet outlining the research and teaching interests of academic staff within the School of Health Sciences, and any specific projects that they are offering to supervise. You will work with your supervisor on a one-to-one basis to finalise the focus of your dissertation, and they will provide you with ongoing support in planning, developing and writing up your dissertation.

Individual supervision meetings will be supplemented by a series of workshops/seminars, which provide you with guidance on the various stages of developing your dissertation.

Student support

You will be supported and advised in a number of ways, including academic and pastoral support from the programme team.

Academic support will be provided throughout your time on the programme. The Academic Learning Support team organises regular workshops on a range of topics to help you learn more effectively (<http://www.city.ac.uk/current-students/academic/study-skills-support>). These include study skills (such as reading strategies and essay planning), writing skills and time management. One-to-one and group tutorials are also available on request. Extensive online learning resources are also provided via Moodle, the University's *Virtual Learning Environment* (<https://moodle.city.ac.uk/>).

Additional support services are provided by the Learning Success, Dyslexia Support and Disability Support teams, who can provide advice and assistance, and offer one-to-one consultations (<https://www.city.ac.uk/study/student-support/learning-support>), and by the Student Counselling & Mental Health Service, which offers confidential psychological and practical support, enabling you to manage your wellbeing and academic studies and get the most out of your time at City (<https://www.city.ac.uk/study/student-support/counselling-and-mental-health-support>).

You will also be allocated a personal tutor at the beginning of your programme who will be responsible for overseeing your pastoral wellbeing and will also be able to advise you on a range of academic issues.

As a student at City you will also be part of a vibrant health and social care community that encompasses current and former students from a wide range of backgrounds, academics from various disciplines, practitioners and users of services.

To find out more about the extensive range of student support services available at City, see <http://www.city.ac.uk/current-students>.

Registration period

The normal period of registration for this programme is one year (for full-time students) or two years (for part-time students) for the taught component.

The maximum period of registration for this programme is 3 years (full-time) or 5 years (part-time).

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this programme, you will be expected to be able to:

Knowledge and understanding:

- Critically discuss the key contextual factors and policy drivers relating to the integration and personalisation agenda within health and social care (UK and international), and the challenges in enacting it

- Demonstrate originality in applying systematic knowledge of key concepts, theoretical frameworks, types and models of integration and personalisation that are at the forefront of current thinking within health and social care
- Critically evaluate and apply the main principles of needs assessment and of the engagement and involvement of service users, carers, staff, external partners and the public
- Critically apply appropriate principles and methods of evidence-based evaluation, monitoring and review of integrated care initiatives, from initial planning and design through to implementation.

Skills:

- Demonstrate the theory and practice of leading across boundaries, influencing others, managing complex change and dealing with uncertainty
- Demonstrate the development of applied skills in joint health and social care needs assessment, systems leadership and the management of complex change
- Evidence the acquisition of key qualitative and quantitative research and evaluation skills, and the ability to identify, critically appraise and synthesise literature and data relating to integrated health and social care from a range of sources
- Demonstrate effective presentation, communication, team working and influencing skills (oral and written) through participation in workshops, seminars and group activities
- Function as a critically reflective and self-evaluative learner, practitioner and leader
- Demonstrate the ability to develop and lead a successful integrated care initiative, from initial conception and design through to implementation, evaluation and review
- Actively contribute to building the evidence base for integrated health and social care, and disseminate the results of research effectively to diverse audiences.

Values and attitudes:

- Exemplify the values of person-centred care for service users, carers and families, and of working in partnership with them to identify and meet their needs and preferences
- Show respect and tolerance for other course participants, and be sensitive to and respect the diversity of individuals and communities
- Correctly reference the work of others and adhere to University regulations regarding plagiarism and academic misconduct
- Respect privacy and confidentiality (especially within the research context)
- Support the principle of reflective, self-directed, life-long personal development and learning.

HOW WILL I LEARN?

The programme adopts a project-based and leadership-focused approach throughout.

From the beginning you will be supported in identifying a specific area of need or development within your service or organisation, and in planning an integrated care initiative in order to address this need. You will be introduced to the key stages of developing and leading an integrated care initiative, from initial needs assessment and design of the initiative, through to its development, implementation and evaluation. You will explore approaches to user and carer involvement and co-production, staff engagement, systems leadership and change management. The opportunities provided by information technology and technology-enabled care for improving integration and personalisation will also be explored.

Programme lecturers will be academic staff from the School of Health Sciences and there will be a range of external visiting lecturers and guest speakers, including experts from the School's extensive network of practice partners (NHS and social care organisations) across London. These include policy experts, senior managers and leaders and frontline practitioners from many disciplines.

The School's academic staff are drawn from a wide range of professional and practice backgrounds, including nursing, midwifery, health visiting and speech and language therapy. In their professional roles they are frequently required to work across different health, social care and educational settings (for example, within multidisciplinary teams), and across community, primary and secondary care. They have extensive practical experience of integrated and person-centred care, and of the challenges involved in delivering it. The School also frequently involves service users and carers in its educational and research activities.

The programme will place a strong emphasis on experiential learning, reflection and links with the NHS and social care. Part of each module's guided and self-directed study component will be dedicated to applying the module's content to your professional roles and development requirements, and to reflecting on your learning and its application to your own needs and to those of your employer and the wider health and social care system.

The programme uses a blended learning approach, encompassing both face-to-face and online strategies to promote active learning. It makes full use of available learning technologies whilst recognising the value of face-to-face interaction and facilitation. Teaching and learning will involve a substantial group work component, providing opportunities for networking and sharing of perspectives. The variety of methods used will develop your strengths and preferred learning styles, but will also help you to acquire further educational strategies to meet the required outcomes of the programme.

A typical 15-credit module involves a total of around 25 hours of contact time (i.e. lecturers, seminars and group activities). In addition, you will be expected to undertake 125 independent study hours for the module (for 30-credit modules, the hours will be double). Some of these hours will include use of online learning tools, such as Moodle. The final integrated care project (Dissertation) involves 600 hours of study, comprising around 20 hours of lectures/seminars, 4 hours of one-to-one supervision meetings and 576 hours of self-directed study.

A range of methods will be used throughout the programme, including:

- *Lectures*: a lecture enables information to be presented in a logical manner to groups of students. This is a useful method for presenting an overview of new

material and in stimulating you to read further around the subject area. Lectures may be in 'real time' or recorded.

- *Seminars*: these small group sessions are essential supplements to the lectures and give you the opportunity to apply the material covered in the lectures and your independent reading to real-world case studies and examples of integrated care. The seminars will extend the depth and breadth of your knowledge and are designed to be motivating, enhance your presentation, communication and team working skills and develop your powers of reasoning.
- *Guided independent study*: during the programme you will have periods of time that are set aside for you to undertake prescribed activities individually or in study groups. These activities may form part of the formative assessment strategy to help you to complete the summative assessment or may be set tasks which you should complete prior to attendance at a taught session.
- *Student-directed learning*: a proportion of study time for each module will be self-directed and during these times you should explore areas of interest, read widely and prepare for assessments. Whilst this time counts towards the total hours allocated to the programme, it will be up to you to decide exactly how you spend this time and which areas of learning you wish to pursue.
- *Online learning (or e-learning)*: all teaching and learning activities are facilitated and enhanced by *Moodle*, City's web-based *Virtual Learning Environment*. All programme materials, including lecture slides, reading lists and other learning resources, will be made available on Moodle. Extensive use will also be made of Moodle's communication and discussion features to facilitate information sharing and interaction between academic staff and students.

You will also have full access to City's other support services, including the Library Information Service, Computing Service, the Open Learning Centre, and other sources of personal support.

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessment and Assessment Criteria

The programme's assessment strategy has been designed to allow module assignments to be tailored to your specific learning and professional development needs.

There will be a variety of assessment methods to evaluate your knowledge and skills in all aspects of the programme.

Written assignments (including essays) enable you to explore and critically analyse key concepts and theories, and to apply these to real-world examples of integrated and person-centred care. You will be expected to develop a coherent line of argument, critically appraise the evidence base and critically reflect upon your own beliefs and assumptions. Written assignments may take the form of case studies in which you will have the opportunity to relate your assignment to a particular service or issue within integrated care.

There will additionally be *collaborative group assessments*, which will evaluate your analysis, presentation, team working and influencing skills.

For the final *integrated care project* (Dissertation), you will undertake a substantial piece of original work focussed on a specific integrated/person-centred care initiative.

Comprehensive information and guidance on what is required to complete each module assessment will be provided in class and made available on Moodle, and academic staff will be available to provide formative feedback and advice on written assessments prior to submission. All dates for submission of assessments will be notified in advance of the start of each module.

What do I have to do to pass?

Assessment Criteria are descriptions, based on the intended learning outcomes, of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade-Related Criteria are descriptions of the level of skills, knowledge or attributes you need to demonstrate in order to achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks. Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on Moodle or attached to a specific assessment task.

Feedback on assessment

Lecturers and/or module leaders will be available to provide formative (written or verbal) feedback and advice on all module assessments prior to submission.

Following each assessment, marks and feedback will be provided on Moodle in line with the Assessment Regulations and Policy, normally within 3 weeks (for interim module assessments) or 4 weeks (for final assessments) of the submission deadline. The timescale for feedback on final year projects or dissertations may be longer.

Feedback is structured and provided in such a way as to help you to further develop your knowledge and skills as well as understand areas for development. Markers will be available to answer queries about the marks and feedback if these are not clear.

A selection of all assessments will be internally moderated and sent to the external examiner. All initial marks will be therefore provisional, pending external examiner approval and ratification by the Assessment Board. The full Assessment and Feedback Policy can be found at <https://www.city.ac.uk/about/education/quality-manual/6-assessment>.

Assessment Regulations

In order to pass your Programme, you should complete successfully or be exempted from the relevant modules and assessments and will therefore acquire the required number of credits.

The pass mark for each module is 50%. In order to pass a module you must pass each component at 50%. The weighting of a module's different components may be found in the Module Specification for that module.

If you fail an assessment component or a module, you will be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you will be awarded the credit for that module. The mark for each assessment component that is subject to a resit will be capped at the pass mark for the module. This capped mark will be used in the calculation of the final module mark together with the original marks for the components that you passed at first attempt.

If you do not meet the requirements for a module and do not complete your resit by the date specified you will not progress and the Assessment Board will require that you be withdrawn from the Programme.

If you fail to meet the requirements for the Programme, the Assessment Board will consider whether you are eligible for an Exit Award as per the table below.

If you would like to know more about the way in which assessment works at City, please see the full version of the Assessment Regulations at <https://www.city.ac.uk/about/education/quality-manual/6-assessment>. You should also refer to the School Assessment Guidelines which you will find in your programme handbook and on Moodle.

WHAT AWARD CAN I GET?

Master's Degree:

To qualify for the award of *MSc Leading Integrated Care* you will be required to complete all the taught modules (totalling 120 credits), plus the 60-credit Dissertation module.

Component	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	120	67	With Distinction	70
Dissertation	7	60	33	With Merit	60
				Without classification	50

Postgraduate Diploma:

To exit with the award of *Postgraduate Diploma in Leading Integrated Care* you will be required to complete all the taught modules (totalling 120 credits).

Component	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	120	100	With Distinction	70
				With Merit	60
				Without classification	50

Postgraduate Certificate:

To exit with a *Postgraduate Certificate in Leading Integrated Care* you will be required to successfully complete the following modules (totalling 60 credits): Integrated and Person-Centred Health and Social Care, and Systems Leadership.

If you do not meet the above requirements, but achieve 60 credits by successfully completing any combination of modules from the range of core and elective modules you may exit the programme with a *Postgraduate Certificate in Health Sciences*.

Component	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	60	100	With Distinction	70
				With Merit	60
				Without classification	50

WHAT WILL I STUDY?

Taught component (120 credits):

You will take *four or five* taught modules, up to the value of 120 credits. These will comprise of:

- The three *core* (compulsory) modules listed below (90 credits)

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Integrated and Person-Centred Health and Social Care	HRM007	30	Core	No	7
Systems Leadership	HRM006	30	Core	No	7
Evidence-Based Evaluation	HRM005	30	Core	No	7

- **Plus** *elective* (optional) modules chosen from those offered by the School of Health Sciences, up to the value of 30 credits – see below for an indicative list.

Elective module	Term running
HPM003 Health Policy in Britain (15 credits)	Spring
PHM002 Epidemiology (15 credits)	Spring
PHM004 Social Determinants of Health (15 credits)	Spring
APM017 Engaging Technology (15 credits)	Summer
APM045 Commissioning for Health and Social Care (15 credits)	Summer

A full list of the postgraduate-level modules currently offered by the School can be found at: <https://www.city.ac.uk/study/courses/postgraduate>.

You will be notified of the elective modules available to you at the beginning of the academic year. Please note: all modules listed above and on the website are subject to availability in any given year and therefore may change.

Information on individual modules can be found in the module specifications, which you will find on Moodle (<http://moodle.city.ac.uk/>).

Dissertation component (60 credits):

You will write an integrated care project report (Dissertation) of between 12,000 and 15,000 words.

Module Title	SITS Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Dissertation Module	APM002	60	Core	No	7

You may begin planning your project at any time during the programme, however you are only able to submit your dissertation for marking once you have successfully completed all of the taught modules.

Programme sequence:

The typical sequence through the programme is as follows:

Full-time students

Autumn Term	Spring Term	Summer Term
HRM007 Integrated and Person-Centred Health and Social Care (core module, 30 credits) HRM006 Systems Leadership (core module, 30 credits) Dissertation: initial discussion of ideas for integrated care project report; allocation of supervisor	HRM005 Evidence-Based Evaluation (core module, 30 credits) Elective module 1 (15 credits) Dissertation: finalise topic and focus of report; planning and development of report	Elective module 2 (15 credits) Dissertation: write-up and submission of report (September)

<i>Part-time students</i>		
Year 1: Autumn Term	Year 1: Spring Term	Year 1: Summer Term
HRM007 Integrated and Person-Centred Health and Social Care (core module, 30 credits)	HRM005 Evidence-Based Evaluation (core module, 30 credits)	Elective module 1 (15 credits) Dissertation: initial discussion of ideas for integrated care project report
Year 2: Autumn Term	Year 2: Spring Term	Year 2: Summer Term
HRM006 Systems Leadership (core module, 30 credits) Dissertation: allocation of supervisor	Elective module 2 (15 credits) Dissertation: finalise topic and focus of report; planning and development of report	Dissertation: write-up and submission of report (September)

WHAT KIND OF CAREER MIGHT I GO ON TO?

The programme aims to develop critically reflective leaders, practitioners, educators or researchers who will contribute to leading and transforming health and social care at an advanced level.

The delivery of effective person-centred integrated care is an increasingly high priority for policymakers and organisations which commission or provide health and social care services. This programme will prepare you for a variety of organisational and multidisciplinary team leadership roles within the NHS and wider health and social care sector (public, private or voluntary). Whether you already occupy, or wish to move into, such a role, this programme will equip you with the knowledge and transferrable skills you need to develop, lead and evaluate integrated care initiatives for the benefit of your local population, service users and carers.

Career planning at City

Developing your skills and enhancing your employability while at university is becoming increasingly important in today's job market. The programme places a high value on career planning, and your career development is emphasised throughout the programme. As a City, University of London student you will enjoy full access to the University's *Careers, Student Development & Outreach* service, which provides a professional, high quality careers and information service for students and graduates of City, University of London. The service works closely with local, national and

international employers, and with other University departments. Their aim is to support and develop you by providing the tools you need to enhance your employability.

The service offers qualified advisors who can work with you to provide tailored, individual support and careers advice during your time at City, and after you graduate. It includes one-to-one coaching, CV advice and interview preparation to help you maximise your future opportunities. It also organises career, development and outreach activities, including skills sessions, employer events, community volunteering, widening participation, professional mentoring, and a Buddy Scheme.

For more information on the careers support available at City, please visit <https://www.city.ac.uk/careers>.

WHAT STUDY ABROAD OPTIONS ARE AVAILABLE?

None.

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?

You will have the opportunity to apply to undertake professional work experience, e.g. a placement or internship within a practice, management or policy environment.

HOW DO I ENTER THE PROGRAMME?

Academic entry requirements

The entry requirements for this programme are flexible but would normally include:

- Extensive experience of working in the health or social care sector;
- A first degree (2:2 class or above, or international equivalent from an approved institution of higher education) in a health or social care-related subject.

Applicants without a first degree may be required to demonstrate academic aptitude for the programme (e.g. via a formative assessment, or professional or other qualifications).

English language requirements

If your first language is not English, one of the following qualifications is also required:

- A first degree from a UK university
- A first degree from an overseas institution recognised by City as providing adequate evidence of proficiency in the English language, for example, from institutions in Australia, Canada or the USA

- International English Language Testing Service (IELTS): a score of 7.0 is required, with no subtest scoring below 6.5
- Pearson Test of English (Academic): a score of 72 required.

Recognition of Prior Learning and Experience

The MSc Leading Integrated Care follows City's guidelines on the Recognition of Prior Certificated Learning (RPCL) and the Recognition of Prior Experiential Learning (RPEL). RPCL/RPEL may be recognised for up to a maximum of 45 academic credits.

For RPCL, if you can demonstrate that you have completed modules (at either City or another institution) that are directly equivalent to the modules for which RPCL is claimed in terms of both curriculum content and academic standing, and these modules are still current (completed within five years of enrolment), then RPCL may be recognised on a direct equivalent basis.

For RPEL, credit may be awarded, at the discretion of the Programme Director, for learning derived from relevant professional and life experience which has not previously been assessed and/or awarded credit.

Financial support

There are a variety of funding options available, including loans, bursaries and scholarships. Further details can be found on the University's website at <https://www.city.ac.uk/study/fees-and-funding>.

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