QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	BA awarded by Arden University
2. Programme Title	BA (Hons) Healthcare Management
3. Exit Award	Certificate of Higher Education in Healthcare Management (120 credits)
	Diploma of Higher Education in Healthcare Management (240 credits)
	BA (Ordinary) in Healthcare Management (300 credits).
4. Programme Leader(s)	Bruce Sheppy
5. Delivery Model	Online
	Blended Learning
6. Start date	September 2015
7. Programme Accredited by *(PSRB or other, if applicable)*	N/A
8. UCAS Code *(If applicable)*	
9. Relevant QAA subject benchmark statement	The programmes do not sit within the frameworks of existing QAA benchmarks however guidance on curriculum and standards has been drawn from facets of the existing benchmarks listed below to inform the curriculum and development of knowledge, intellectual, practical and transferable skills.
	Social Work 2008
	General Business 2007
	Health Studies 2008

10. Programme Aims

The BA (Hons) in Healthcare Management aims to produce graduates who can contribute dynamic leadership and management in an international healthcare context.

Our confident and creative alumni will lead on the creation of communities of best social care practice by making a contribution to the development of dynamic, research informed, values based practice.

The programme aims to:

- facilitate the study of international healthcare organisations, their management and the changing and challenging environment in which they operate.
- develop knowledge and understanding of relevant, key areas of management.
- facilitate the application of knowledge and understanding of business and management to complex healthcare issues through critical and analytical approaches to management theory, practice and research.
- enhance the ability to evaluate management techniques, tools and models in a variety of

contexts and across the international community with a view to sharing good practice
- develop personal and interpersonal skills relevant to healthcare management and communicate the arising issues in written and oral form.
- equip students with the necessary knowledge and skills to achieve the appropriate level of post graduate award and continue their lifelong learning development
- actively promote the use of research across the international healthcare community to make a contribution to the improvement of public health.
- achieve the learning outcomes contained within the modules of the pathway.

The modules which make up this award are a combination of core management modules delivered within a health and social care context, alongside award specific modules such as Social, Political and Ethical issues in International Healthcare, Public Health, Health Promotion and Global Health & Sustainability.

The award embeds across each level, three core themes, Professional Environment and Practice, Operations & Quality Management and Leadership & Management within a healthcare context. This gives clear effect to the aims of the award as students will be encouraged to explore their potential future contributions to the international healthcare community as professional practitioner, manager and leader.

11. **Intended programme learning outcomes and the means by which they are achieved and demonstrated**		
11a. Knowledge and understanding	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to: K1 Within the international context, identify those factors that impact upon the management of healthcare delivery. K2 Explore the nature of human relationships in the workplace and the importance of team working, collaborative practice and effective communication. K3 Recognise the importance of personal and professional development to inform evidence based practice in the field of healthcare. **Level 5 Outcomes:** K4 Discuss the multiplicity of factors which inform environment and client assessment, evaluation and the delivery of evidence-based practice in healthcare. K5 Evaluate the impact of leadership and management approaches and the ethical perspectives that influence healthcare. K6 Explore the importance of continuing self-development in healthcare practices and take appropriate action **Level 6 Outcomes:** K7 Critically analyse the impact of the ever-	Acquisition of knowledge and understanding (K1 – K10) is facilitated through a combination of lectures, tutorials; group discussions and independent and directed study, supported throughout by comprehensive online teaching materials and broader resources. We achieve this through a pedagogy that includes project work, group forums and project-based activities. Throughout, the learner is encouraged to undertake independent study to both supplement and consolidate what is being learnt and to broaden their individual knowledge and understanding of the subject. Learning is facilitated largely by set tasks with regular tutor support including small group forums. This allows students to not only discuss with staff their own work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. There is a requirement for written work at all levels including reports, essays, practical tasks, and examinations upon all of which detailed feedback is supplied by tutors.	The assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon knowledge, understanding and skills. These are contextualised so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, report production, preparation of a subject-specific plan, etc.

changing environment of international healthcare at local and national levels and its impact on the need for continuous professional development. K8 Utilise research findings and research methodology to both inform and evaluate healthcare practices K9 Critically analyse multi-professional /multi-agency practice. K10 Critically analyse the impact of professional, legal and ethical frameworks in health and social care.		
11b. Intellectual, Practical & Transferable skills	**The means by which these outcomes are achieved**	**The means by which these outcomes are demonstrated**
Students will be expected to: **Level 4 Outcomes:** IPT1 Reflect upon the holistic nature of healthcare management and processes and the broad knowledge and skills required to deliver effective and ethical care. IPT2 Recognise the contribution that all team members make to the delivery of effective care and reflect upon ones own contribution to this process. IPT3 Promote individual rights through non-discriminatory practices in all aspects of healthcare. **Level 5 Outcomes:** IPT4 Develop the ability to be responsible	Intellectual skills (IPT1 – IPT8) are developed throughout the programme by the methods and strategies outlined in section A, above. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with tutors and peers (in synchronous and asynchronous online forums/debates). Specific modules support the development self-reflective skills and this is the focus of the opening Skills for Learning in Care. In addition, the student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions. Practical and transferable skills are employed in the production of ethical solutions to real life situations developed through set briefs and are a particular focus in Communication and Collaboration in	Our assessment strategy encourages a variety of assessment methods all explicitly aligned to learning outcomes that focus upon the development of sound academic practices and the development of intellectual skills. These are contextualised to health and social care management so that the assessment is directly relevant to each subject area and assessment methods include case study analysis, written essay, critical self-reflection, portfolios of evidence, sector report production, preparation of a plan, etc. To support the development of

for ones own CPD, acknowledging the importance of this for effective care delivery and evidence based practice. IPT5 Reflect upon the legal and ethical parameters of healthcare strategy and interventions and how one is enabled or fettered by policy, management and leadership approaches. IPT6 Examine the nature of communication within the context of various relevant client groups and how one's own approach impacts upon the team dynamics. **Level 6 Outcomes:** IPT7 Demonstrate critical and insightful problem solving strategies in the provision of quality in healthcare management in an inter-professional/ multi-agency context. IPT8 Act as a resource for professional development for colleagues/ inter-professional team members sharing knowledge within their field of expertise.	Managing the Professional Environment, Planning & Managing Resources and Inter-Agency Working. The important modern day skills of engaging in academic debate, working independently and presenting ideas clearly using appropriate terminology pervade all module and forms of assessment on the programme.	practical skills, students must supply worked materials and evidence in completion of their assignments. Logical reasoning, good presentation and sound evidence trails in all assignments are rewarded. Assessment briefs include a variety of social/healthcare scenarios and geographical contextual setting. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement. To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be submitted independently even where group activity has been an element of the process. Students must take responsibility for their own work. All assignments require students to engage in critical enquiry and self-reflection which is rewarded in marking guides. These guides, in line with good practice are available to students and are included with every assignment brief.

12. Graduate Attributes and the means by which they are achieved and demonstrated

Attributes of the Arden University Graduate

This set of Arden University attributes have been taken across the programme specifications at both undergraduate and postgraduate level along with 'outward facing' sources of information on what employers seek in graduate appointments.

1. **Discipline Expertise**
Knowledge and understanding of chosen field. Possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice being well positioned to respond to change.

2. **Effective Communication**
Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional context. Be IT, digitally and information literate.

3. **Responsible Global Citizenship**
Understand global issues and their place in a globalised economy, ethical decision-making and accountability. Adopt self-awareness, openness and sensitivity to diversity in culture.

4. **Professional Skills**
Perform effectively within the professional environment. Work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. Be flexible and adaptable to changes within the professional environment.

5. **Reflective Practitioner**
Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.

6. **Lifelong Learning**
Manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

The development of these attributes is integrated into all programmes of study curriculum, unit study tasks (individual and group work), formative tasks and through summative assessment tasks.

13. Learning and teaching methods and strategies

The teaching and learning strategies adopted within the programme have been informed by an awareness of the social, professional and academic characteristics of our student group and the challenges of the international healthcare setting.

Students will undertake an induction before the commencement of their first module. This will develop a better understanding of the opportunities and challenges of being a learner and will provide additional interactive support and guidance through My Study Skills resources and quizzes under the guidance of the Subject Tutor and Study Skills Tutor.

The opening module of the award will focus on Skills for Learning in Care. The overriding aim is to provide an ethos that facilitates the student's use of experience, reflection and learning in line with

their own level of experience and development needs. The anticipated outcome for this approach is that the student will use the learning experience to collaborate with their peers to develop and advance their skills and practice. Student centred learning is suited particularly well to the largely mature and very experienced individuals who are likely to make up these specific student groups. To address the needs of diverse learning styles, a variety of teaching and learning strategies are used to help students gain the most from their studies. This is facilitated through high quality student/staff interaction both face to and and in ilearn. Students will be also be encouraged to recognise their preferred learning style as part of the Skills for Learning in Care module and to develop new learning approaches to equip themselves for the range of responses necessary to cope with complexity and changes in practice.

The BA (Hons) Healthcare Management aims not only to encourage students to bring their own experience, skills and knowledge to the pathway, it also encourages reflective practice, collaborative interprofessional learning and exploration of the underpinnings of practice in order to promote innovation and change.

Reflection will be central to activities students engage in during their studies. The use of reflection to develop and empower practitioners is central to the continuing professional development process. This will feature as a component of assessment across the three levels of the award.

These elements feature in the core modules of Fostering Dignity & Respect, Communication and Collaboration in Managing the Professional Environment, Inter-Agency Working, Leading Teams, Quality Management in Care and the Final Project. Here students will explore what is means to be a health professional and how to actively make a contribution to the community with a view to improving public health.

14. Assessment methods and strategies

The assessment process involves both formative opportunities for assessment and summative elements and is developmental in nature. It attempts to integrate theory and practice allowing the student to:

− delve deeper into healthcare management practice
− acquire new knowledge and develop new skills
− adapt and apply new skills to new contexts
− develop existing skills and knowledge to a greater depth and breadth
− extend transferable skills

Strategies have been selected to maximise student learning and give opportunities for students to demonstrate the acquisition of specialist knowledge and skills in both the face to face sessions and online discussions.

The assessment designed for each module reflects the intentions of that module and will measure the identified learning outcomes. A variety of assessment strategies will be used to reflect and test the achievement of the learning outcomes. These are detailed within each module. Assessment strategies are seen to be dynamic and are reviewed regularly in order to maintain rigour and reflect

changes in professional focus, practice etc.

Environment and profession practice modules are normally assessed through the use of a variety of means including care studies, critical reflection on practice, portfolios, case presentations and the development of individual learning plans with mentors that reflect and expand upon the practice related learning outcomes for each module.

15. Employability

Our approach pays due regard to the UKCES report 'The Employability Challenge' (2009a) definition of employability, 'the skills almost everyone needs to do almost any job. They are the skills that must be present to enable an individual to use the more specific knowledge and technical skills that their particular workplaces will require.' Employability is an important strand integrated into the curriculum, learning tasks and summative assessment.

16. Entry Requirements

- Two Subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or equivalent; or
- Completion of a recognised Access Programme or equivalent.
- IELTS 6.0 (no less than 5.5 in any element) or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through references, relevant prior experience and qualifications; and a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme.

Applicants holding a relevant HND or equivalent may be admitted into Level 6 of the programme provided that the totality of their learning experience would allow them to achieve the programme aims. Exemptions may be granted in respect of other qualifications subject to Arden University's APL regulations.

17. Programme Structure

Level 4

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
SKI4001	Skills for Learning in Care	20	C	Portfolio of Tasks
HCR4001	Social, Political and Ethical Issues in International Healthcare	20	C	Essay
HRM4005	Communication and Collaboration in Managing the Professional Environment	20	C	Essay and Critical Reflection
BUS4003	Meeting the Needs of Service Users	20	C	Case Study
HRM4006	Planning and Managing Resources	20	C	Report

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
HRM4007	Fostering Dignity & Respect	20	C	Case Study and Reflection

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
FIN5003	Financial Control and Budgeting	20	C	Portfolio of Tasks
HRM5002	Performance Improvement in Health & Social Care	20	C	Case Study Assessment
HCR5001	Public Health	20	C	Report
HCR5002	Health Promotion	20	C	Report
HCR5003 (DL) HRM5003 (BL)	Inter-Agency Working	20	C	Case Study Assessment and Reflective Statement
HCR5004 (DL) HRM5004 (BL)	Leading Teams in Health and Social Care	20	C	Case Study Assessment

Level 6

Module Code	Module Title	Credits	Module Type (Core/Option)	Assessment Method
BUS6004	Quality Management in a Care Setting	20	C	Coursework Essay
BUS6005	Business Analysis and Planning	20	C	Portfolio of Tasks
HCR6001	Global Health & Sustainability	20	C	Briefing Paper
PRM6001	Project Management & Risk	20	C	Project Plan/Review Document
RES6005	Research Methods and Final Project	40	C	Project

18.	Subject:	*Select from:*
		https://www.hesa.ac.uk/component/content/article?id=1787

Last Updated: 7th November 2018 (V4)

Modules	Module Type (Compulsory (C) or Option (O))	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	IPT 1	IPT 2	IPT 3	IPT 4	IPT 5	IPT 6	IPT 7	IPT 8
Level 4 Skills for Learning in Care	C		√	√								√			√				
Social, Political and Ethical Issues in International Healthcare	C	√	√									√		√					
Communication and Collaboration in Managing the Professional Environment	C	√	√									√	√	√					
Meeting the Needs of Service Users	C	√	√										√	√					
Planning and Managing Resources	C	√										√	√						
Fostering Dignity & Respect	C	√		√										√					
Level 5 Financial Control and Budgeting	C					√							√	√		√			
Performance Improvement in Health & Social Care	C					√	√		√						√	√	√		
Public Health	C				√											√			

Modules	Module Type (Compulsory (C) or Option (O))	K1	K2	K3	K4	K5	K6	K7	K8	K9	K10	IPT 1	IPT 2	IPT 3	IPT 4	IPT 5	IPT 6	IPT 7	IPT 8
Health Promotion	C				√											√	√		
Inter-Agency Working	C				√					√							√		
Leading Teams	C					√	√								√		√		
Quality Management in Care	C							√		√								√	
Business Analysis and Planning	C							√		√									√
Global Health & Sustainability	C							√	√	√								√	√
Project Management & Risk	C								√		√							√	
Research Methods & Project	C							√	√		√							√	√