# BA (Hons) Healthcare Management With Foundation Year

Published January 2019
V14

# Introduction to the Programme

**Programme structure**

Welcome to the BA (Hons) Healthcare Management with Foundation Year programme.

The programme is made up of the core modules listed below and is divided into four levels which are studied over four years.

An outline of the content of each of the modules and the assessment methods used can be found in the Module Details section on iLearn.

**Programme Structure**

**Level 0**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| SKI0001 | Skills for Academic Study | 20 | C |
| BUS0001 | The Structure of Business | 20 | C |
| DAT0001 | Using Numeracy, Data & IT | 20 | C |
| BUS0002 | Using Information | 20 | C |
| HRM0001 | Working Ethically | 20 | C |
| RES0001 | Research Skills | 20 | C |

**Level 4**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| SKI4001 | Skills for Learning in Care | 20 | C |
| HCR4001 | Social, Political and Environmental Issues in International Healthcare | 20 | C |
| HRM4005 | Communication and Collaboration in Managing the Professional Environment | 20 | C |
| BUS4003 | Meeting the Needs of Service Users | 20 | C |
| HRM4006 | Planning and Managing Resources | 20 | C |
| HRM4007 | Fostering Dignity & Respect | 20 | C |

**Level 5**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| FIN5003 | Financial Control and Budgeting | 20 | C |
| HRM5002 | Performance Improvement and Management in Health & Social Care | 20 | C |
| HCR5001 | Public Health | 20 | C |
| HCR5002 | Health Promotion | 20 | C |
| HCR5003 (DL) HRM5003 (BL) | Inter Agency Working | 20 | C |
| HCR5004 (DL) HRM5004 (BL) | Leading Teams in Health and Social Care | 20 | C |

**Level 6**

| Module Code | Module Title | Credits | Module Type (Core/Option) |
|---|---|---|---|
| BUS6004 | Quality Management in a Care Setting | 20 | C |
| BUS6005 | Business Analysis and Planning | 20 | C |
| HCR6001 | Global Health & Sustainability | 20 | C |
| PRM6001 | Project Management & Risk | 20 | C |
| RES6005 | Research Methods and Final Project | 40 | C |

Please note that the order in which modules are delivered is subject to change.

# Programme Specification

**QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION**

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|---|---|---|
| 1. | **Target Award** | BA (Hons) |
| 2. | **Programme Title** | **Healthcare Management** |
| 3. | **Exit Awards** | Foundation Certificate in Management<br>Certificate of Higher Education in Healthcare Management (120 credits)<br>Diploma of Higher Education in Healthcare Management (240 credits)<br>BA (Ordinary) in Healthcare Management (300 credits). |
| 4. | **Programme Leader(s)** | Bruce Sheppy |
| 5. | **Delivery Model** | Blended Learning |
| 6. | **Start date** | October 2016 |
| 7. | **Programme Accredited by** *(PSRB or other, if applicable)* | N/A |
| 8. | **UCAS Code** *(If applicable)* | |
| 9. | **Relevant QAA subject benchmark statement** | **Foundation Year**<br>QAA Recognition Scheme for Access to HE :<br>The Access to Higher Education Diploma specification 2013<br>**Levels 4-6**<br>The award of BA (Hons) Healthcare Management does not sit within the frameworks of existing QAA benchmarks and has therefore been developed to meet the general QAA benchmarks for undergraduate qualifications at the appropriate level. |

| 10. Programme Aims |
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The overall aim of the BA Healthcare Management Foundation Year is to enable students to acquire knowledge, understanding and a range of practical and academic skills enabling them to progress onto undergraduate study on the BA Healthcare Management Programme. This 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.

More specifically it will at Level 0:

• enable learners to develop a basic understanding across a range of business and management disciplines.
• enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
• equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
• enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
• reflect awareness of different perspectives or approaches within an area of study or work.

At Levels 4-6 the modules which make up this award are a combination of core management modules delivered within healthcare setting, alongside award specific modules such as Social, Political & 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.

Levels 4-6 aim 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.

| 11. Intended programme learning outcomes and the means by which they are achieved and demonstrated | | |
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| **11a. Knowledge and understanding** | **The means by which these outcomes are achieved** | **The means by which these outcomes are demonstrated** |
| **At Level 0**<br>*With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2013, the intended programme learning outcomes are for students at Level are to:*<br><br>A1/0 Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.<br><br>**At Levels 4-6**<br>K1 Within the international context, identify those factors that impact upon the management of care delivery.<br><br>K2 Explore the nature of human relationships in the workplace and the importance of team working, collaborative practice and effective communication.<br><br>K3 Discuss the multiplicity of factors which inform environment and client assessment, evaluation and the delivery of evidence-based practice in healthcare.<br><br>K4 Evaluate the impact of leadership and management approaches and the ethical perspectives that influence healthcare. | Acquisition of knowledge and understanding is facilitated through a combination of face to face seminars, workshops and 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.<br><br>That is:<br><br>**Asynchronous**<br>• Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE<br>• Guided group / project based work<br>• Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves<br>• Podcasts and narrated PowerPoints<br><br>**Synchronous**<br>• Face to face seminars where theory and practice are integrated.<br>• Independent and directed student study, supported throughout by comprehensive teaching materials and resources.<br>• Guided group / project based work<br><br>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 | Assessment methods and strategies:<br><br>Our 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, self-reflection, portfolios of evidence, sector report production, preparation of a subject-specific plan, etc. |

| | work and progress, but to also see other students' work and to engage in the discussions that relate to the work of their peers. | |
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| | 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. | |
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| | Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor. Developing initiative and independence through guided learning will be a focus of the Foundation Year. There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, time constrained set work, etc. Our formative assessment policy informs how feedback is supplied by tutors at the formative and summative assessment phases. Developing critical analysis through a structured taxonomy is encouraged as student's progress through levels 4 - 5 levels culminating in a Dissertation. | |
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| | All students complete an induction module prior to starting on subject discipline units of work. The Induction Module requires students to undertake a range of tasks that both test and develop subject specific and online pedagogical knowledge, understanding and skills. | |
| **11b. Intellectual Skills** | **The means by which these outcomes are achieved** | **The means by which these outcomes are demonstrated** |
| **At Level 0** Students will be expected to: B1/0 Interpret and evaluate relevant information and ideas. B2/0 Be aware of the nature of the area of study or work. | Intellectual skills 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 both face to face and online. 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 | Assessment methods and strategies: Our 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 |

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| B3/0 Have awareness of different perspectives or approaches within the area of study or work.<br><br>B4/0 Address problems that, while well defined, may be complex and non-routine.<br><br>**At Levels 4-6**<br>IPT1 Reflect upon the holistic nature of healthcare management and processes and the broad knowledge and skills required to deliver effective and ethical care.<br><br>IPT2 Promote individual rights through non-discriminatory practices in all aspects of healthcare.<br><br>IPT3 Critically analyse the impact of the ever changing environment of care at local and national levels and its impact on the need for continuous professional development.<br><br>IPT4 Develop the ability to be responsible for one's own CPD, acknowledging the importance of this for effective care delivery and evidence based practice.<br><br>IPT5 Critically analyse multi-professional /multi-agency practice.<br><br>IPT6 Critically analyse the impact of professional, legal and ethical frameworks in social care.<br>IPT7 Demonstrate critical and insightful problem solving strategies in the provision | 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. | directly relevant to each subject area and assessment methods include case study analysis, written essay, self-reflection, portfolios of evidence, sector report production, preparation of a targeted plan, etc. |

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| of quality in care management in an inter-professional/ multi-agency context. | | |
| **11c. Practical Skills** | **The means by which these outcomes are achieved** | **The means by which these outcomes are demonstrated** |
| **At Level 0**<br>Students will be expected to:<br><br>C1/0 Identify, select and use appropriate skills, methods and procedures.<br><br>C2/0 Use appropriate investigation to inform actions. Review how effective methods and actions have been.<br><br>C3/0 Exercise autonomy and judgement within limited parameters.<br><br>**At Levels 4-6**<br>Students will be expected to:<br><br>C1 Recognise the contribution that all team members make to the delivery of effective care and reflect upon one's own contribution to this process.<br><br>C2 Examine the nature of communication within the context of various relevant client groups and how one's own approach impacts upon the team dynamics. | 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 Managing the Professional Environment, Planning & Managing Resources and Inter-Agency Working in Care Delivery. 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.<br><br>Practical skills are further developed and integrated through a series of in-course and online activities and projects intended to test skills acquired. Group discussion forums provide opportunities for peer to peer discussion of ideas, progress, the work of others and the strengths and weakness in the work and ideas presented and particularly support the development of flexibility and adaptation. Activities are provided so that students can work independently to consolidate their knowledge and grasp of practical skills. | To support the development of practical skills, students must supply worked materials and evidence in completion of their assignments. Sound reasoning, good presentation and evidence trails in all assignments are rewarded. Assessment briefs include a variety of commercial and geographical contextual settings. Students receive formative feedback on all tasks, activities and assessment which includes practical examples towards improvement. |
| **11d. Transferable skills** | **The means by which these outcomes are achieved and demonstrated** | **The means by which these outcomes are demonstrated** |
| **At Level 0**<br>Students will be expected to: | Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and research informing practice are integral to coursework at all levels. | To embed transferable skills all assignments must meet time deadlines and word count guidelines as guided by our policies All assessed work must be |

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| D1/0 Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.<br><br>**At Levels 4-6**<br>Students will be expected to:<br>D1 Explore the importance of continuing self-development in care practices and take appropriate action<br><br>D2 Utilise research findings and research methodology to both inform and evaluate healthcare practices<br><br>D3 Recognise the importance of personal and professional development to inform evidence based practice in the field of healthcare.<br><br>D4 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.<br><br>D5 Act as a resource for professional development for colleagues/ inter-professional team members sharing knowledge within their field of expertise. | All modules promote practical application and employability that a student may develop further in their Dissertation topic at level 6 if they wish.<br><br>As work becomes more progressively more complex at levels 5 and 6, students are required to draw upon their skill sets to manage increasingly large workloads. Students are required to complete a number of assignments and a Dissertation in level 6 that demonstrate independence and originality, and critical enquiry, and which further enhance communication and self-reflective skills. | 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 |
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| **Graduate Attributes** |
| The concept of the Arden University Graduate, based upon the definition of 'graduate attribute' by Bowden et al (2000) has been developed around 6 attributes<br><br>E01 - Discipline Expertise<br>E02 - Effective Communication<br>E03 - Responsible Global Citizenship<br>E04 - Professional Skills<br>E05 - Reflective Practitioner<br>E06 - Lifelong Learning |
| **The means by which these outcomes are achieved and demonstrated** |
| All six attributes are relevant to this programme but will be developed through Levels 4-6 of the undergraduate award where they are integrated into all programmes of study curriculum, unit study tasks (individual and group work) and through summative assessment tasks. |

| 13. Learning and teaching methods and strategies |
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| Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is:<br><br>Asynchronous<ul><li>Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our Virtual Learning Environment</li><li>Guided group / project based work</li><li>Research tasks</li><li>Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either tutor or students themselves</li><li>Podcasts and narrated PowerPoints</li></ul>Synchronous<ul><li>Face to face seminars where theory and practice are integrated.</li><li>Independent and directed student study, supported throughout by comprehensive teaching materials and resources.</li><li>Guided group / project based work</li></ul>Based upon the profile of our typical student profile, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives and personal circumstances.<br><br>Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the tutor.<br><br>There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, timed examinations, portfolios of work etc., and our assessment policy informs how feedback is supplied by tutors at the formative and summative assessment stage. |

| 14. Assessment methods and strategies |
|---|
| Our 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, sector report production, preparation of a targeted sector plan, time constrained tests, etc. All students will have the opportunity to engage in an activity and receive formative feedback from the tutor before the summative assessment. |

## 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.' Given the nature and purpose of the Foundation Year, employability is integrated into the curriculum, learning tasks and summative assessment through Levels 4-6 of the undergraduate award.

## 16. Entry Requirements

- 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 previous a personal statement (of between 350-500 words) or interview taking into account:
  - their motivation for undertaking the programme
  - relevant work experience
  - prior qualifications
  - references

## 17. Programme Structure

**Level 0**

| Module Code | Module Title | Credits | Module Type (Core/Option) | Assessment Method |
|---|---|---|---|---|
| SKI0001 | Skills for Academic Study | 20 | C | Portfolio of Tasks |
| BUS0001 | The Structure of Business | 20 | C | Report |
| DAT0001 | Using Numeracy Data & IT | 20 | C | Report |
| BUS0002 | Using Information | 20 | C | Portfolio of Tasks |
| HRM0001 | Working Ethically | 20 | C | Portfolio of Tasks |
| RES0001 | Research Skills | 20 | C | PowerPoint Presentation slides with speaker notes and Individual Report |

**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 Environmental Issues in International Healthcare | 20 | C | Essay |
| HRM4005 | Communication and Collaboration in Managing the Professional Environment | 20 | C | Essay & Critical Reflection |
| BUS4003 | Meeting the Needs of Service Users | 20 | C | Case Study |
| HRM4006 | Planning and Managing Resources | 20 | C | Report |
| HRM4007 | Fostering Dignity & Respect | 20 | C | Case Study & 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 and Management in Health & Social Care | 20 | C | Case Study Assessment |
| HCR5001 | Public Health | 20 | C | Report |
| HCR5002 | Health Promotion | 20 | C | Report |

| Module Code | Module Title | Credits | Module Type (Core/Option) | Assessment Method |
|---|---|---|---|---|
| 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 and 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 |
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**Last Updated: 7<sup>th</sup> January 2019 (V4)**

**Annex – Foundation Year Mapping of Intended Programme Learning Outcomes and Modules**

| | Modules | Module Type (Compulsory (C) or Option (O)) | A1/0 | B1/0 | B2/0 | B3/0 | B4/0 | C1/0 | C2/0 | C3/0 | D1/0 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 0 | Skills for Academic Study | C | | | x | x | x | | | x | x |
| | The Structure of Business | C | x | x | x | | | | | | |
| | Numeracy | C | | x | | | x | x | | | |
| | Using Information | C | x | x | | x | x | x | x | x | |
| | Working Ethically | C | x | | x | x | x | | | x | |
| | Research Skills | C | x | x | | | x | x | x | x | x |

**Annex – Mapping of Programme Learning Outcomes and Modules**

| | Modules | Module Type (Compulsory (C) or Option (O)) | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | C1 | C2 | D1 | D2 | D3 | D4 | D5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 4 | Skills for Learning in Care | C | | x | | | x | | | x | | | | | | | | x | | |
| Level 4 | Social, Political and Ethical Issues in International Healthcare | C | x | x | | | x | x | | | | | | | | | | | | |
| Level 4 | Communication and Collaboration in Managing the Professional Environment | C | x | x | | | x | x | | | | | | x | | | | | | |
| Level 4 | Meeting the Needs of Service Users | C | x | x | | | | x | | | | | | x | | | | | | |
| Level 4 | Planning and Managing Resources | C | x | | | | x | | | | | | | x | | | | | | |
| Level 4 | Fostering Dignity & Respect | C | x | | | | | x | | | | | | | | | | x | | |
| Level 5 | Financial Control and Budgeting | C | | | | x | | x | | | | | | x | | | | | x | |
| Level 5 | Performance Improvement in Health & Social Care | C | | | | x | | | | x | | | | | x | x | x | | x | |
| Level 5 | Public Health | C | | | x | | | | | | | | | | | | | | x | |
| Level 5 | Health Promotion | C | | | x | | | | | | | | | | x | | | | x | |
| Level 5 | Inter-Agency Working in Care Delivery | C | | | x | | | | | x | | | | | x | | | | | |
| Level 5 | Leading Teams | C | | | | x | | | | x | | | | | x | x | | | | |
| Level 6 | Quality Management in a Care Setting | C | | | | | | | x | | x | | | x | | | | | | |
| Level 6 | Business Analysis and Planning | C | | | | | | | x | | x | | | | | | | | | x |
| Level 6 | Global Health & Sustainability | C | | | | | | | x | | | x | x | | | | x | | | x |
| Level 6 | Project Management & Risk | C | | | | | | | | x | | | x | | | | x | | | |
| Level 6 | Research Methods & Project | C | | | | | | | x | | x | | x | | | | x | | | x |