BSc (Hons) Health and Care Management

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Introduction to the Programme

Programme Structure

Welcome to the BSc (Hons) Health and Care Management degree programme.

The programme is made up of the modules listed in the tables below. An outline of the content of each of the modules and the assessment methods used can be found in the Module Detail section on iLearn.

Module Code	Module Title	Credits
Level 4		
HCM4001	Essential Skills for Health & Care Management	20
HCM4002	Meeting the Needs of Service Users	20
HCM4005	Planetary Health	20
HCM4006	Health Promotion	20
HCM4004	Supporting Dignity and Respect Through Ethical Principles and Theories	20
HCM4003	Communication & Interprofessional Collaboration	20
Level 5		
HCM5003	Leadership Theory & Concepts for Health & Care Management	20
HCM5001	Fundamentals of Health & Care Finance	20
HCM5002	Public Health	20
HCM5004	Resource Planning in Multidisciplinary Working	20
HCM5005	Digital Health Leadership	20
HCM5006	Evidence Based Practice	20
Level 6		
HCM6001	Global Health and Sustainability	20
HCM6004	Health Analytics and Planning	20
HCM6003	Total Quality Management in Health & Care	20
HCM6002	Project Management	20
HCM6005	Coaching and Leadership	20
HCM6006	Independent Study for Health and Care Management	20

Programme Accreditation

This programme is accredited by a number of industry and professional bodies which add further value to your degree and will be recognised by employers.

CMI

This course is accredited by the Chartered Management Institute (CMI). The Institute aims to boost career development across the management sector and connect you with like-minded professionals across diverse sectors.

As the CMI possesses a Royal Charter, they are the only organisation in the UK that can award Chartered Manager status to their members – the gold standard in management. They are also active in business policy making across the globe and ensure that their more than 140,000 members are represented in policy decision making.

As an Arden student, you'll have free CMI Membership throughout your studies, giving you access to a range of additional resources including a mentoring service and invitations to networking events both online and offline.

Upon completion of your course, you will be eligible to gain a CMI qualification, which is offered at 3 different levels: an Award, Certificate or a Diploma. The final award you receive upon completion of your degree will depend on your level and length of study, whether you entered your course with Recognition for Prior Learning (RPL) or if you accept any compensation on your modules.

Institute of Health and Social Care Management

The course is endorsed by the Institute of Health & Social Care Management, whose aim is to create a supportive professional body that is relevant in its activities and modern in its approach and who holds sector leaders in the NHS, social care, third sector and private healthcare amongst its members. The IHSCM works with Arden University to contribute to curriculum development and delivery. As an Arden student, you'll become a student member of the Institute, giving you access to a diverse range of events, conferences, workshops and networks as well as opportunities for mentoring and coaching. You are also encouraged to apply for full membership of the Institute once you graduate from the course.

Skills for Care

Arden University is recognised as an Endorsed Provider of health and social care degree courses by Skills for Care, a trusted independent charity which works as a delivery partner for the Department of Health and Social Care in the UK. Endorsement by Skills for Care is a recognition of the quality and delivery of the learning you will have during your studies at Arden University.

Skills for Health

Skills for Health is the UK's Sector Skills Council for Health and the leading authority on skills and workforce development for the health sector. NHS and healthcare employers across the UK trust Skills for Health to help them develop the skills, roles, competencies, and strategies that provide better patient outcomes. They champion the entire workforce.

The Quality Mark is the only standard for the UK's health sector that defines and endorses world class training for the healthcare workforce. Quality Mark identifies which organisations are delivering training excellence by going through a rigorous review process of their delivery, strategy and quality assurance practices.

PROGRAMME SPECIFICATION

1.	**Programme Code**	TBC
2.	**Programme Title**	BSc (Hons) Health and Care Management
3.	**Target Award Title**	BSc (Hons) Health and Care Management (360 credits) BSc (Hons) Health and Care Management Top-Up (120 credits) Level 5 Diploma of Higher Education (Dip. HE) Health and Care Management (240 credits) Certificate of Higher Education (Cert. HE) Health and Care Management Level 4 (120 credits)
4.	**Exit Award Title(s)**	Certificate of Higher Education (Cert. HE) Health and Care Management Level 4 (120 credits) Diploma of Higher Education (Dip. HE) Health and Care Management Level 5 (240 credits) BSc. (Ordinary) in Health and Care Management (320 credits)
5.	**Subject area**	Health and Care Management
6.	**School**	School of Health and Care Management
7.	**Programme Team Leader(s)**	Saikou Sanyang (Deputy Head of School Undergraduate) and PTLs for different iterations of programme delivery
8.	**Programme Type**	Specialist

9. **Delivery Model**	DL F/T	X	BL F/T	X	Apprenticeship	X
	DL P/T	X	BL P/T	X	Other	

	Where delivery model identified as 'Other' please provide details	N/A
10.	**Location of delivery**	Online Berlin Birmingham Leeds London - Ealing, Holborn and Tower Hill Manchester
11.	**Proposed Start date**	May 2022
12.	**Reference points**	This Programme is aligned with QAA's subject benchmark for Health Studies 2019. Students graduating from the programme are therefore well placed to be able to, among other skills and core knowledge, demonstrate a critical awareness of: • The ethical perspectives of health and value-based care that is geared towards supporting the independence of service users. There is an increasing need for this to be viewed not only from how sectors, organisations and businesses operate in health and care but within frameworks that speak to global, environmental, and planetary dimensions of health. • The multidisciplinary nature of health studies and the place of research and scholarship in the development of the subject area. This will be explored through the lens of concepts that

amplify the diverse determinants of health, physical and mental well-being, and other emergent issues at the fore of health and care management practice.

- Social policy, which is a key area of health studies as well as the individual and group approaches supporting it. Students will therefore foreground core knowledge on various elements, including the theoretical and interdisciplinary capabilities graduates are expected to develop to effectively operate in the health and care sector.

- The use of resources, performance tools and quality benchmarks to lead and manage effective service delivery and change, often within set budgets and organisational and regulatory constraints. The use of data and healthcare technologies in this process will explicitly feature in the activities and discussions designed to support deeper learning and application.

The programme also draws on QAA's subject benchmark for Social Work 2019 and Business and Management 2019. For instance, drawing on the former (Social Work 2019), the programme supports knowledge and skills development raising students' awareness of how to lead and manage services designed to enable users to gain, regain, or maintain control of their lives, choices, and decisions. Specific importance is given to individual and service accountability, safe working practices and partnership working to engender outcome-based care.

Similarly, drawing on the latter (Business and Management 2019), the programme supports the development of an appreciation of the business environment within which health and care operate locally and internationally. This includes economic, environmental, cultural, ethical, regulatory, political, sociological, digital, and technological factors and their effect on strategy, professional practice, management, and sustainability.

13. Professional, Statutory & Regulatory Bodies (PSRB)	The programme is accredited by the following PSRB: - Chartered Management Institute (CMI) Other professional body links include: - Skills for Care – Endorsement - Skills for Health - Quality Mark - The Institute for Health and Social Care Management (IHSCM) - Membership partnership - Business Graduates Association (BGA) - Institutional member

14. Programme aims

The programme aims to support students:

- Develop an ability to critically discuss and analyse the approaches to management theory, health and care policy, practice and research underpinning effective healthcare service planning and delivery.
- Apply leadership, management and business knowledge, skills and attributes to complex healthcare issues affecting multicultural communities.
- Develop knowledge and appreciation of the factors that drive local, national, and global health service management and how these impact service delivery, leadership, and collaboration.
- Assess core healthcare skills and attributes required to effectively operate in individual practices as well as within multidisciplinary teams.

The programme aims will be achieved through the following programme-level outcomes. That is, students completing the programme should be able to:

1. Recognise the role of policy, management theory and evidence-based in supporting decision-making by health and care practitioners delivering outcome-based care.
2. Evaluate how leadership approaches, theories, tools, and models are used in a variety of health and care contexts to support effective service planning and implementation.
3. Assess the skills necessary to operate as an effective healthcare manager committed to a set of professional values and can lead and manage meaningful change in service delivery.
4. Analyse the importance of recognising the impact of critical leadership factors such as compassionate care, ethical care and equality and diversity on healthcare provision for multicultural communities.
5. Demonstrate knowledge of evaluation of data, digital skills, assets and technologies to scope, plan, and carry out a project that applies critical management thinking to an organisational issue, problem, or improvement.
6. Evaluate the role of preventive health approaches and interventions in promoting local, national, and/or global health service management.
7. Analyse the importance of resource planning and management in responding to internal and external factors that influence health and care organisations during multidisciplinary teamwork.

15. Programme Entry Requirements

Cert HE
Our Cert HE Health and Care Management is designed for candidates who demonstrate motivation and ability to study the programme as evidenced through a personal statement and any other supporting documents. If English is not your first language you must demonstrate proof of English language proficiency equivalent to IELTS 6.0 with no less than 5.5 in each component. You may also be required to take part in our English Language Support lessons.
You will be enrolled onto our one-week Introduction to Higher Education course; you must attend and successfully complete this in order to continue on to the full Cert HE.

Dip HE and BSc (Hons)
- Two subjects at GCE A level or equivalent, plus passes at grade C or above in three subjects at GCSE level or
- Completion of a recognised Access Programme or equivalent.

- IELTS 6.0 or equivalent for students whose medium of prior learning was not English.
- Candidates who demonstrate an ability to study the programme as evidenced through a personal statement (of between 350-500 words) that addresses their motivation for undertaking the programme; including their references, relevant prior experience and qualifications.

16. Graduate Attributes

GA1. **Discipline Expertise: Knowledge and understanding of chosen field**
Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

GA2. **Effective Communication**
Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

GA3. **Responsible Global Citizenship**
Students will understand global issues and their place in a globalised economy, ethical decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

GA4. **Professional Skills**
Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

GA5. **Reflective Practitioner**
Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

GA6. **Lifelong Learning**
Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

Module	Graduate Attribute
Level 4	
Essential Skills for Health & Care Management	Lifelong Learning
Meeting the Needs of Service Users	Professional Skills
Planetary Health	Responsible Global Citizenship
Health Promotion	Professional Skills
Supporting Dignity and Respect Through Ethical Principles and Theories	Reflective Practitioner
Communication & Interprofessional Collaboration	Professional Skills
Level 5	
Leadership Theory & Concepts for Health & Care Management	Discipline Expertise
Fundamentals of Health & Care Finance	Professional Skills
Public Health	Responsible Global Citizenship
Resource Planning in Multidisciplinary Working	Professional Skills
Digital Health Leadership	Effective communication
Evidence Based Practice	Reflective Practitioner

Level 6	
Global Health and Sustainability	Responsible Global Citizenship
Health Analytics and Planning	Effective Communication
Total Quality Management in Health & Care	Discipline Expertise
Project Management	Discipline Expertise
Coaching and Leadership	Professional Skills
Independent Study for Health and Care Management	Reflective Practitioner

17. Learning, teaching and assessment methods and strategies

Context

The programme uses a mixture of teaching and learning approaches designed to
enhance graduate skill development for employability. This has been developed with blended and distance learning programmes in mind. This ensures that students enrolled on either programme and the different themed routes can access a set of resources that engage them to think critically about health and care services, management theory, evidence-based practice, and how these inform service planning, implementation and monitoring for efficiency and quality.

Learning and Teaching

Learning and teaching on the programme is supported by a set of activities, resources and digital assets to develop a range of knowledge and skillset for work in health and care management. This includes organisations working nationally and globally. The activities range from collaborative health and care content exploration, group discussions, peer learning, discussion forum engagement, webinars to the use of data analysis tools. These tools are used to collate data that meaning could be derived from to support decision-making.

Teaching on the programme is planned with practice learning and the use of theoretical knowledge to explore different practice contexts in mind. This ensures there are opportunities for the transfer of knowledge from the classroom into the health and care workplace. The classroom (both synchronous and asynchronous) will be a space where scaffolded and innovative activities designed to embed real-world contemporary case studies and knowledge check tasks are critically explored to stretch learners. To foster the sharing of prior experiential learning and experiences, programme activities are also designed to encourage critical introspections on practice.

Teaching will, therefore, be student-led with students encouraged to take ownership of their learning. This complements the support provided by the academic team. For example, lecturer-led seminars, presentations and formative/summative feedback (i.e., both formal and informal).

Assessment

Assessments are designed to maximise the opportunities students are afforded to link concepts learnt in modules to management practice. They are also designed to support constructive alignment. What this means is that assessments are not only explicitly linked to health and care practice and management especially, but the content covered in modules and overall module and programme-level learning outcomes. The following are examples of assessments supported by the programme:

- Essay and personal development plan (PDP)
- Presentations
- Digital badges

- Reflection on practice
- Analysis report
- Podcast
- Resource for 'Care Quality Commission' (CQC) inspection
- Planned learning session
- Academic poster /leaflet
- Briefing paper
- Multiple choice questions (MCQs)
- Leadership consultancy report
- Portfolio of finance tasks and calculations
- Critical case study review and CARS checklist analysis
- Project initiation presentation
- Quality analysis report
- Independent study report

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Recognise the role of policy, management theory and evidence-based in supporting decision-making by health and care practitioners delivering outcome-based care.	Policies have a critical impact on health and care organisations and the business and regulatory environments in which they are situated. These often drive policy decisions at an organisational level. Therefore, understanding its significance and management theory in shaping decision-making is important for health care managers. Modules across levels 4-6 will cover these at varying degrees and provide lesson activities that assess the knowledge of learners. Furthermore, the use of evidence-based approaches grounded in research and scholarly work will be a key part of modules across each of the levels of study. These will be scaffolded to ensure students, after initially building foundational knowledge in their Essential Skills for Health and Care, will be able to see it in application in other levels of study. The same theme is observed at level 5, where the Evidence Based Practice and Public Health modules provide further opportunities to enhance students understanding of the place of evidence-based in supporting leadership decision making. At level 6, modules such as Health Analytics, Coaching and Leadership and the Independent Study for Health and Care Management consolidate this further.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Essential Skills for Health and Care Management - Evidence based practice - Total Quality Management - Health Analytics and Planning - Independent Study for Health and Care Management
2. Evaluate how leadership approaches, theories, tools, and models are used in a variety of health and care contexts to support effective service planning and implementation.	Leadership and management theories, tools and models such as compassionate leadership are explored in modules across each of the levels to help students appreciate how the leadership and followership perspective shapes health and care service planning and implementation to meet the needs of local populations. Emphasis is on outcome-based or person-centred care goals and the	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Communication and Interprofessional Collaboration

		models that underpin this. At level 4 the Communication and Interprofessional Collaboration and Inclusive, Rights-based Safeguarding in Health & Care and Meeting the Needs of Service User modules lay the foundations for which the Leadership Theory & Concepts for Health & Care Management and Compassionate Leadership modules consolidate.	- Inclusive, Rights-based Safeguarding in Health & Care - Meeting the Needs of Service User - Leadership Theory & Concepts for Health & Care Management - Compassionate Leadership - Coaching and Leadership
3.	Assess the skills necessary to operate as an effective healthcare manager committed to a set of professional values and can lead and manage meaningful change in service delivery	There will be opportunities for students to critically reflect on their practices and case study organisations to draw out key learning to drive improvements and innovations in their practices and healthcare management in general. The emphasis in the modules that cover this outcome will be on principles of practice, values, competencies and graduate attribute(s) that underpin work in health and care settings. Achievement will therefore be demonstrated, across most of the modules (as set graduate attributes), at different levels of the programme but most especially the following: Essential Skills for Health and Care Management, Communication and Interprofessional Collaboration, Supporting Dignity and Respect Through Ethical Principles and Theories, Coaching and Leadership, Total Quality Management in Health and Care among others. While the depth and level of coverage will differ across the modules, the content of the different modules will work to complement each other in a way that makes the learning output from each module and its contribution to the overall programme outcome clear for students.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Essential Skills in Health and Care Management - Communication and Interprofessional Collaboration - Fostering Dignity and Respect - Coaching and Leadership - Total Quality Management
4.	Analyse the importance of recognising the impact of critical leadership factors such as compassionate care, ethical care and equality and diversity on healthcare provision for multicultural communities	Leadership and followership culture that fosters responsive health and care services which value the principles of support for working in health and social care will be promoted through the theoretical knowledge that will be explored in modules across the programme. These will particularly be explicit in modules situated in leadership and management of service delivery (e.g., Inclusive, Rights-based Safeguarding in Health & Care, Digital Health Leadership, Supporting	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Inclusive, Rights-based Safeguarding in Health & Care - Digital Health Leadership

	Dignity and Respect Through Ethical Principles and Theories and Project Management). The recognition of equality, diversity and inclusion in care provision as a driver for setting the agenda for promoting health and care that responds to the needs of communities will be explored in a way that speaks to multicultural communities. Students will demonstrate outcomes achievement by engaging with all lessons and completing knowledge check activities. In addition, participate in synchronous and asynchronous tasks designed to support a deeper understanding of linkages between module outcome achievement and achievement of programme aims.	- Project Management - Coaching and Leadership
5. Demonstrate knowledge of evaluation of data, digital skills, assets and technologies to scope, plan, and carry out a project that applies critical management thinking to an organisational issue, problem, or improvement.	Achievement of this outcome will be demonstrated by a student's ability to use various datasets as well as digital skills and technologies creatively to deduce conclusions and/or proffer or formulate innovative, contextually relevant solutions to issues of health and care practice relevance. Knowledge and understanding will be measured ('formatively and summatively') through practical and professional skills demonstration and feedback to real-life situations explored in class, introspections on practice, group exercises, and practical activities. Specific modules which embed and explicitly demonstrate the level of achievement include Independent Study for Health and Care Management, Digital Health Leadership, Evidence Based Practice and Health Analytics and Planning.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Evidence Based Practice - Digital Health Leadership - Health Analytics and Planning - Independent Study for Health and Care Management
6. Evaluate the role of preventive health approaches and interventions in promoting local, national, and/or global health service management	Achievement of this outcome by students will be evidenced by a showcasing of knowledge and understanding of the role and importance of, for example, social and demographic factors on health outcomes. These factors usually serve as predictors for health outcomes and usually inform the planning and management of tailored health services at a local community, national and international level. Coursework submitted by students is expected to demonstrate an understanding of the application of models and theories in designing or evaluating preventive health interventions designed to	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Health Promotion - Planetary Health - Public Health - Independent regulation of health and care in the UK - Health Analytics and Planning

	improve individual and/or community health. Formative and summative activities designed around, for example, a health promotion poster presentation, public health intervention review etc will inform module outputs to help draw out the skills attributes developed.	
7. Analyse the importance of resource planning and management in responding to internal and external factors that influence health and care organisations during multidisciplinary teamwork	Students will be signposted (across the programme as a whole) to and supported to recognise the requisite intellectual and resource management skills embedded in set graduate competencies such as those supported by modules like Resource Planning in Multidisciplinary Working. The graduate competencies, which are core attributes for 21st-century health and care managers include planning and budgeting skills, resource planning for team working, managing key performance indicators (KPIs) and project deliverables. Achievement will be demonstrated by students showing an in-depth awareness of the environment within which health and care services are delivered and the material and human resource needs that make it possible for services to operate efficiently. This will be through synchronous and asynchronous knowledge check and formative feedback tasks. There will be a recognition in assessing achievement of this outcome that resources are scarce and an awareness of their centrality to service provision and sustainability is key to responsive services. Such services have at heart - integrated service provision, collaboration and pooled resources.	The assessment in the following modules are designed to provide the opportunity for demonstration of this programme learning outcome: - Resource Planning in Multidisciplinary Working - Fundamentals of Health and Care Finance - Global Health and Sustainability - Project Management

18. Summary of modules and mapped programme learning outcomes for the BSc (Hons) Health and Care Management

Level	Module title	Identified pinned modules	LO1	LO2	LO3	LO4	LO5	LO6	LO7	GA1	GA2	GA3	GA4	GA5	GA6
4	Essential Skills for Health & Care Management	(P)	X		X	X									X
4	Meeting the Needs of Service Users		X	X	X	X							X		
4	Planetary Health				X			X	X			X			
4	Health Promotion			X	X			X				X			
4	Supporting Dignity and Respect Through Ethical Principles and Theories		X	X	X	X								X	
4	Communication & Interprofessional Collaboration			X	X								X		
5	Concepts and leadership theories in care			X	X	X			X	X					
5	Fundamentals of Health & Care Finance						X		X				X		
5	Public Health		X	X	X		X	X				X			
5	Resource Planning in Multidisciplinary Working			X	X	X			X				X		
5	Digital Health Leadership			X	X		X				X				
5	Evidence Based Practice		X		X		X							X	
6	Global Health and Sustainability						X	X				X			
6	Health Analytics and Planning				X		X	X	X		X				
6	Total Quality Management in Health & Care		X	X	X									X	
6	Project Management			X	X		X		X	X					
6	Coaching and Leadership			X	X	X							X		
6	Independent Study for Health and Care Management		X				X							X	

20. Summary table of exit awards

BSc. (Ordinary) in Health and Care Management

To be awarded the BSc. (Ordinary) in Health and Care Management, students must complete a total of 320 credits. The 320 credits will be a cumulative total of all core modules from levels 4, 5 and 6. . Achieving a BSc (Ordinary) will potentially impact the level of CMI qualification you achieve.

Diploma of Higher Education (Dip. HE)

To be awarded the Dip. HE. in Health and Care Management, students must complete 240 credits up to Level 5. That is, complete and achieve a pass in all of the core L4 and L5 modules.

Certificate of Higher Education (Cert. HE)

To be awarded the Cert. HE in Health and Care Management, students must complete 120 credits at level 4. That is, complete and achieve a pass in all of the core L4 modules.