QUALITY ASSURANCE DOCUMENT QA3 - PROGRAMME SPECIFICATION

1. Target Award	Diploma in HE awarded by RDI
2. Programme Title	Diploma in Higher Education in Healthcare Management
3. Exit Awards	Cert HE
4. Programme Leader(s)	Dr Amanda Squire
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 Higher Education Diploma in Healthcare Management aims to equip aspiring managers within a healthcare context with the skills and understanding to make a positive contribution to the improvement of public health within this challenging environment.

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 prominent areas of leadership and management within a healthcare context
- develop skills to make assessments of complex healthcare needs and to provide workable and ethical solutions
- play an active role in 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 for possible future study at Level 6 and continue their lifelong learning development
- achieve the learning outcomes contained within the modules.

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 and Health Promotion.

The award embeds across Levels 4 and 5, 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: **Level 4 Outcomes:** 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 self-development in healthcare practices and take appropriate action	Acquisition of knowledge and understanding (K1 – K6) is facilitated through a combination of online 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 etc.

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 one's 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 for one's 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 constrained by policy, management and leadership approaches. IPT6 Examine the nature of communication within the context of various relevant client groups and	Intellectual skills (IPT1 – IPT6) 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 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 Managing the Professional Environment, Planning & Managing Resources and the Mini Project. 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.	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 etc. To support the development of 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

how one's own approach impacts upon the team dynamics.		towards improvement.

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

Attributes of the RDI Level 5 Graduate

This set of RDI 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.

At Level 5, students will begin to develop and explore the transferable skills which make up the Graduate Attributes. It is then anticipated that students will carry these forward into the workplace or future study and to develop these skills further.

K1 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.

K2 Effective Communication
Communicate effectively both, verbally and in writing, using a range of media widely used in relevant professional contexts. Be IT, digitally and information literate.

K3 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.

K4 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.

K5 Reflective Practitioner
Undertake critical analysis and reach reasoned and evidenced decisions, contribute problem-solving skills to find and innovate in solutions.

K6 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 extended online induction before the commencement of their first module. This will develop a better understanding of the opportunities and challenges of being an online learner and will provide interactive support and guidance through My Study Skills resources and quizzes under the guidance of the Induction 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 will make up these specific student groups. To address the needs of diverse learning styles, a variety of teaching and learning strategies are utilised to help students gain the most from their studies. This is facilitated by student/staff interaction both face to face 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 Higher Education Diploma in International Healthcare Management aims not only to encourage students to bring their own experience, skills and knowledge to the pathway, it also encourages reflective practice, and exploration of the underpinnings of practice in order to promote innovation and change.

Reflection in and on practice 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 across both levels of the award. These elements feature in the core modules of Fostering Dignity & Respect and Communication and Collaboration in Managing the Professional Environment at Level 4 and Inter-Agency Working and Leading Teams at Level 5. Here students will further 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:

– analyse 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.

The assessment designed for each module 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.

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 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.

17. Programme Structure

Level 4

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

Level 5

Module Code	Module Title	Credits	Module Type (Core/Option)
	Financial Control and Budgeting	20	C
	Public Health	20	C
	Health Promotion	20	C
	Inter-Agency Working in Care Delivery	20	C
	Leading Teams	20	C
	Mini Project	20	C

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

Last Updated: 31.03.15

	Modules	Module Type (Compulsory (C) or Option (O)	K1	K2	K3	K4	K5	K6	IPT1	IPT2	IPT3	IPT4	IPT5	IPT6
Level 4	Skills for Learning in Care			√	√				√			√		
	Social, Political and Ethical Issues in International Healthcare		√	√					√		√			
	Communication and Collaboration in Managing the Professional Environment		√	√					√	√	√			√
	Meeting the Needs of Service Users		√	√						√	√			
	Planning and Managing Resources		√						√	√				
	Fostering Dignity & Respect		√		√						√			
Level 5	Financial Control and Budgeting						√		√	√			√	
	Public Health						√	√				√	√	√
	Health Promotion					√							√	
	Inter-Agency Working in Care Delivery					√							√	√
	Leading Teams					√								√
	Mini Project		√		√		√	√	√			√		√