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| Course code: U0755FARE01 | Published on: 12-12-2022 |
| 1. Course Title | |
| BSc (Hons) Business and Healthcare Management | |
| 2a. Implementation Date | |
| Trimester 1 2023/4 | |
| 2b. Intake | |
| Trimester 1 intake | |
| 3a. Location of delivery | |
| ARU London Campus (East India Dock) | |
| 3b. Mode of delivery | |
| Face-to-face | |
| 3c. Mode of attendance | |
| Full-Time | |
| 4a. Awarding institution | |
| Anglia Ruskin University | |
| 4b. Course accredited by (if applicable) | |
| N/A | |
| 5a. Faculty | |
| Anglia Ruskin London | |
| 5b. School | |
| Anglia Ruskin London at ARU London Campus | |

6a. Course Leader

Sonia Ozkaya

6b. Co-ordinator at location of delivery

None

7. UCAS Code (undergraduate only)

8. Relevant QAA subject benchmark statement(s) and any PSRB reference point(s)

QAA SBS on:

- QAA SBS-Business Management-2015
- Chartered Management Institute (CMI) Chartered Manager Degree Apprenticeship Assessment Plan-2015

9. Aims

To offer a rigorous academic course of study at a level appropriate to an honours degree that will provide successful students with a sound foundation in business in general and healthcare in particular. This understanding of the business world will enable Students to follow a career in business or healthcare management or to identify and choose from a range of alternative career options within business generally or they may choose to pursue further studies, for example on our MBA Healthcare.

To enable students to understand and apply contemporary technical language and practices in a range of business and healthcare management contexts.

To enable students to develop a wide range of intellectual and analytical abilities relevant to business management in general and healthcare management in particular, appropriate to an honours degree, including the ability to think critically, independently, analyse and synthesise effectively.

To develop the transferable skills necessary for students' personal development as lifelong independent Students; in particular their ability to respond positively to change during their careers and be able to continually develop professionally.

To provide an education in the terminology, concepts, principles and techniques utilised in business and healthcare management.

To enable students to appreciate the importance of the social, political, ethical, technological, environmental, entrepreneurial and global context in which modern business and the healthcare organisations operate.

To provide students with a range of opportunities to develop the attitudes, abilities and competences to work in an organisational environment, both home and international, and to develop the awareness and appreciation of different ethical and cultural values.

To enable students, who participate in the Faculty's employability scheme, to enter the healthcare workplace with appropriate experience and skills to 'hit the ground running'.

10a. Intended learning outcomes and the means by which they are achieved and demonstrated

Knowledge and understanding

On successful completion of the course a student will be expected to be able to:

A01 Demonstrate a comprehensive and in depth understanding of the healthcare industry and the operation of organisations within that sector; with specific reference to managing operations, marketing and setting strategy

A02 Analyse and evaluate the range of healthcare organisations within a healthcare system with reference to how they are managed, regulated and integrated to ensure that (severally and collectively) they meet stakeholder needs and interests, whilst delivering effective individual organisational outcomes

A03 Explore, and develop an appreciation of the influence of the external-macro environment (for example the prevailing political, ethical, social, technological, environmental, legal considerations), the micro environment (for example corporate governance, organisational structure, organisational culture and the role and power of stakeholders) and globalisation, on how healthcare organisations operate (be they in the public, private or third sector)

A04 Demonstrate a comprehensive understanding of the principles and functions of management including managing and developing people, marketing, finance and information systems with reference to relevant theories and frameworks within the context of healthcare businesses

A05 Identify and analyse the resources available to healthcare organisations, including financial and human resources. Explore the ways in which these resources can be managed, developed and used effectively within the organisation

A06 Understand and evaluate the range of decision making methods and supporting analytical tools available to managers to formulate and implement operational and strategic decisions

A07 Explore the ways in which business decisions can be implemented and understand the crucial role that effective communication structures and methods, including the use of information communication technology (ICT), can have on the effectiveness of that implementation

A08 Appreciate the range of contemporary issues such as: ethics, sustainability; globalisation; corporate social responsibility; diversity; innovation, entrepreneurship and risk management that can influence an organisation's performance

10b. Intended learning outcomes and the means by which they are achieved and demonstrated

Intellectual (thinking), practical, affective and transferrable skills

On successful completion of the course a student will be expected to be able to:

B01 Use the cognitive skills of critical thinking and analysis and synthesis in a wide range of contexts such as the analysis and evaluation of theories, models and related research

B02 Be numerate and use quantitative skills including data analysis, interpretation and extrapolation techniques in order to solve problems effectively

B03 Find, manage and analyse information from a range of sources in or to conduct research into health and social care issues and plan and execute a case study based project into such issues

B04 Manage their learning by managing themselves effectively in terms of: time; planning; behaviour; motivation; initiative and enterprise

B05 Use computer based training (CBT) effectively for learning and for business applications to improve personal effectiveness both during academic study and in the workplace

B06 Appreciate the relevance of multidisciplinary and multicultural approaches to healthcare management and perform effectively as a team member

B07 Reflect effectively and be critically self-aware and open to a range of differences with respect to people and cultures (both ethnic and organisational) within healthcare environments

B08 Use a range of interpersonal skills such as effective listening, negotiating, persuasion and presentation and recognise cultural differences with respect to communications and interpersonal behaviour

B09 Communicate effectively both orally and in writing using a range of media appropriate for the professional environment

B10 Recognise innovation and assess its business potential and, if viable, develop a plausible business plan

11a. Learning/teaching methods and strategies

Knowledge and understanding

The teaching team will use a range of learning and teaching methods in order to respond to the varying learning styles of students and to encourage each and every Student to become an effective independent student. These learning and teaching methods will range from teacher centred learning styles e.g. lecture delivery which will concentrate on information giving and understanding, to small group and team work, learning sets and other Student centred activities such as presentations, problem solving and role play.

Real world case studies will play an important part in the learning process, which will be reinforced through simulations. Application of theoretical concepts and frameworks will be explored through reference to the work experience of students.

As prospective students have, and will continue to, come from a variety of backgrounds (including differing educational, ethnic and national cultures) it is understood that their learning needs may differ, therefore a range of learning and teaching methods will be utilised.

The actual detailed learning and teaching delivery of each module will depend on the actual module concerned and the needs of the student group.

11b. Learning/teaching methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual Skills

The wide range of teaching methods used will encourage the development of a range of skills. Intellectual skills will be developed by the use of methods such as lectures, tutorials, group discussions and debates. Where modules have two pieces of assessment the first is completed part way through the module delivery. This provides an opportunity for students to obtain feedback on their performance which encourages their learning and, hopefully, adds to their performance in the second assessment. The way the pathway is designed, in three stages, also encourages the student to develop their intellectual skills and to reflect on this development and the accompanying learning as they proceed through their degree programme.

The undergraduate major project places specific emphasis on research skills and thinking skills in general. The use of case study material, simulations and projects throughout the pathway provide many opportunities to develop and exercise deductive, inductive and other cognitive skills.

Practical Skills

These skills are developed through a range of activities and assessment. Students are provided with many opportunities to develop their communication skills, both orally and in writing e.g. by giving presentations, negotiating or producing a management report. Information communication technology (ICT) is used extensively for both research and application purposes. The campus provides a large number of work stations for students to use. Students are guided into how to research and manage information effectively and then use it appropriately e.g. to provide evidence to support a rational argument.

All students are encouraged to use both quantitative and qualitative methods of analysing information.

Transferable Skills

The experience provided to students on this course ensures the development of a number of key transferable skills. Our links with employers ensures that we remain aware of what employers are seeking from graduates. This places us in an apt position to support our students in terms of academic, practical and reflective skills. This allows for a seamless integration of education and work and therefore enables students to contribute productively in their chosen career. Inherent in the course is a focus on developing Students with skills to understand both academic theory and its implementation in practice; Students are encouraged to develop skills to enable them to critically analyse contemporary management theories and empirical evidence within healthcare management by exploring contradictions that may exist in an academic and practical context. This approach ensures that students' knowledge and skills are readily transferable to different business management contexts.

Furthermore, students are encouraged to perceive the study of business and healthcare management as being multidisciplinary and to recognise that different cultures can influence how organisations function. Students will develop skills to recognise what techniques may be effective in differing situations; for example, human resource management techniques that may be appropriate in different healthcare settings.

Importantly innovation and enterprise underpins healthcare organisational operations, be it in the form of medical devices or healthcare delivery. Therefore, students develop an understanding of innovation and enterprise.

12a. Assessment methods and strategies

Knowledge and understanding

Knowledge and understanding is assessed via a number of methods including unseen examinations, reflection on experiences both real and simulation, and a range of assignments. These assignments can be in a variety of forms from a written Management Report on evaluating a current service to a presentation on planning and management decisions options to the critique of academic journal articles. Most modules will have at least two assessments as this provides an opportunity to assess knowledge and understanding and a range of skills in an effective manner.

12b. Assessment methods and strategies

Intellectual (thinking), practical, affective and transferrable skills

Intellectual (thinking) skills

These skills are assessed through a variety of methods such as, examinations, coursework, assignments, the major project and successful application of skills to the workplace. Examinations take a range of formats and give students the opportunity to demonstrate their ability to provide a clearly structured and reasoned argument using, wherever appropriate, supporting evidence and opinion, within a time constraint.

The written assignments have clearly delineated word limits to encourage the concise presentation of structured, well supported argument and opinion.

The Major Project, at level 6, allows students to demonstrate their mastery of cognitive skills at the highest level of attainment specified in the Quality Assurance Agency (QAA) benchmark statements.

Practical Skills

Assessment of practical skills is undertaken both formatively and summatively and involves reflection on workplace experience, examinations and assignments in various forms, such as presentations and reports. Students are also given many opportunities to critically appraise practical techniques in a variety of situations such as tutorials and simulations.

Affective and Transferable Skills

Affective and Transferable and affective skills are again assessed in a variety of ways. For example, students may be asked to give a presentation to a particular audience (e.g. employers) as part of an assignment or they may need to be able to work as a team member in researching the information that will be needed for that presentation. Innovation underpins many modern business ideas; thus the 'Innovation and Entrepreneurship' module is designed to develop students' skills for innovation and entrepreneurship by enabling them to conceive novel ideas and present how these ideas can be brought to market in a live business pitch.

Throughout the course, students are encouraged to self-evaluate and reflect upon their own personal and professional development.

13. Employability

Employers from the healthcare sector and other business sectors were widely consulted and have been directly involved in the design and development of this course. Their desire for a combination of academic learning, work experience, and application of learning to the real world has directly informed the structure and content of the course. In particular, the course has been designed around the three pillars of innovation, entrepreneurship and collaboration. Our collaboration with employers affirm that it is these three pillars that underpin employability.

The University campus provides a fully staffed employability and careers management service to support students to get parttime work in the healthcare sector. This will allow them to both experience the reality of working in the sector and test their academic learning through application. Students build key employability skills sought after by employers in this sector. Relationships have been built with a range of business partners to ensure that working opportunities are available for all students on this course.

Collaborations with these business partners are used to explore those skill sets that employers are most interested in and to constantly ensure they are embedded within the course. This and our range of health and social care courses are unique in that students are proactively supported to access real life work experience alongside their academic studies. This focus on supporting students to gain relevant workplace experience is of special interest to future employers, and will set our students apart from their contemporaries.

This multi-faceted approach taken by the Faculty ensures that students depart with a wide range of skills that employers consider essential in any new graduate. It is the goal of this course to produce graduates attractive to employers through consistent collaboration with external partners, updating of internal resources, focusing on the student experience at all times, and encouraging real world work experience.

14. Entry requirements

ARU London's standard offer is 96 UCAS tariff points from 3 A Levels, e.g. BCC.

Alternatively, ARU London asks for:

Irish Leaving Certificate: BBCCC.

Scottish Highers: BBCCC.

BTEC Level 3 Extended Diploma: DMM in a business-related subject.

International Baccalaureate Diploma: 24 points.

All applicants are required to have at least 3 GCSEs at grade C, or grade 4, or above, including English and Maths.

If English is not your first language you will be expected to demonstrate a certificated level of proficiency of at least IELTS 6.0 (Academic level) or equivalent English Language qualification, as recognised by Anglia Ruskin University.

Applicants studying for other qualifications should contact ARU London to discuss their circumstances.

We also welcome applications from mature individuals who can demonstrate appropriate, relevant work experience.

15. Exceptional variation from Anglia Ruskin Academic Regulations and/or design principles

None

16. Curriculum details**Year 1 Compulsory modules:**

| Module Code | Module Title | Credits | Period | Level |
|-------------|--|---------------|--------|-------|
| MOD003325 | Academic and Professional Skills | 30 | TR11 | 4 |
| MOD009209 | The Health and Social Care Environment | 30 | TR11 | 4 |
| MOD009202 | Managing Quality in Health and Social Care | 30 | TR12 | 4 |
| MOD003319 | Business Finance | 30 | TR12 | 4 |
| | | Total Credit: | 120.00 | |

Year 2 Compulsory modules:

| Module Code | Module Title | Credits | Period | Level |
|-------------|---|---------------|--------|-------|
| MOD003486 | Managing Human Resources | 30 | TR11 | 5 |
| MOD009206 | Principles and Practice of Marketing | 30 | TR11 | 5 |
| MOD006959 | Principles of Health Informatics | 30 | TR12 | 5 |
| MOD007961 | Sustainability in Career Development | 15 | TR12 | 5 |
| MOD007962 | Innovation and Entrepreneurship in Healthcare | 15 | TR12 | 5 |
| | | Total Credit: | 120.00 | |

Year 3 Compulsory modules:

| Module Code | Module Title | Credits | Period | Level |
|-------------|--|---------------|--------|-------|
| MOD009193 | Contemporary Issues in Healthcare | 30 | TR11 | 6 |
| MOD003337 | Executing Business Strategy | 30 | TR11 | 6 |
| MOD009199 | Leadership and Change Management | 30 | TR12 | 6 |
| MOD008036 | Undergraduate Major Project (Healthcare) | 30 | TR12 | 6 |
| | | Total Credit: | 120.00 | |

17. Award Classification

List any Modules that **must** be included in the calculation of the final degree classification. [NB: the modules included in the calculations of all award classifications are as specified in Section 8 of the Academic Regulations unless an approved variation is specified here].

None

18. Intermediate award details

Give details below of any specific module requirements for achieving intermediate awards.

Certificate of Higher Education in Health and Social Care awarded on successful completion of all Level 4 modules

Diploma in Higher Education in Health and Social Care awarded on successful completion of all Level 4 modules and 120 Level 5 modules

19. For administrative use only

| PWY Code | CRS Code | PDT Codes |
|----------|-------------|--|
| U0755 | U0755FARE01 | ·U0755FARE01_1STTR1A23 ·U0755FARE01_2STTR1A23 ·U0755FARE01_3STTR1A23 |