

<b>Course code: P0994FARE01</b>	Published on: 11-07-2023
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<b>1. Course Title</b>
MBA Health and Social Care

  

<b>2a. Implementation Date</b>
Trimester 1 2022/3

  

<b>2b. Intake</b>
Trimester 1 intake

  

<b>3a. Location of delivery</b>
ARU London Campus (East India Dock)

  

<b>3b. Mode of delivery</b>
Face-to-face

  

<b>3c. Mode of attendance</b>
Full-Time

  

<b>4a. Awarding institution</b>
Anglia Ruskin University

  

<b>4b. Course accredited by (if applicable)</b>
N/A

  

<b>5a. Faculty</b>
Anglia Ruskin London

  

<b>5b. School</b>
Anglia Ruskin London at ARU London Campus

**6a. Course Leader**

Muke Ferguson

**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: Master's Degrees in Business and Management-March 2023

Chartered Management Institute (CMI) Senior Leader Master's Degree Apprenticeship Provider Guidance-2021

Institute of Healthcare Management / Royal Society for Public Health: Professional Practice Framework-2017

The learning outcomes herein also reflect:

1. QAA Master's Degree Characteristics Statement-2020
2. Dimensions of leading and managing prescribed in the UK National Health Service (NHS) Leadership Academy's: Healthcare Leadership Model-The nine dimensions of leadership behaviour (and guidance)- 2013/2014
3. National Center for Healthcare Leadership Health Leadership Competency Model 3.0-2018
4. Leadership and Management Standards for Medical Professionals 3rd edition, 2020
5. Chartered Quality Institute (CQI) Competency framework-2017

**9. Aims**

The MBA Health and Social Care course aims to offer a rigorous academic course of study, to students who have considerable work experience at a level appropriate to a Master's degree. The course is intended for individuals who aspire to make a career of providing health and social care management within stimulating and dynamic settings.

The process and content of the course aims to emphasise evidence-based management skills necessary to work professionally within learning organisational settings. The course also takes a critical perspective on both current practice and likely future developments, by providing students with sound knowledge and understanding of strategic management required to deliver knowledge driven health and social care. It is anticipated that understanding strategic management in the health and social care sector will enable graduates to follow a management career in the sector or to identify and choose from a range of alternative career options within health and social care generally or they may choose to pursue doctoral level studies.

The complexity of modern health and social care, arising from constant innovation, has been described as being "an order of magnitude" greater than other industries. Health and social care services users increasingly demand a personalised, high quality health care experience, whilst the threat of public sector austerity increases the pressure on providers, including the health and social care supply chain, to deliver it.

Such high quality, mass-customised health and social care of the future, will need graduates who understand the issues, and who can work to produce a fair and efficient allocation of resources, as safely as possible. The MBA Health and Social Care course aims to prepare its students to be knowledgeable and enquiring, with the resilience and good interpersonal skills necessary to contribute to these systems.

At all levels, leaders of local, national and international healthcare and social care organisations act as 'stewards' of scarce resources, responsible for their efficient, effective, fair, and sustainable allocation, to meet the needs and choices of local service users.

The MBA Health and Social Care course aims to provide students with an opportunity to explore how healthcare is organised and delivered, in both a local and an international context. Students do this from a research-led perspective, and (where possible) are actively encouraged to evaluate the impact of service delivery via research or audit projects. The course's mission is to develop a new generation of professionals and executives who can respond effectively to the realities of healthcare and social care management in the corporate, governmental and non-governmental contexts, and lead their organisations into the new era. The course aims to use complex health and social care specific case studies in addition to business focused modules to create a uniquely stimulating MBA Health and Social Care student experience which will meet the personal and professional development needs of those aspiring to roles in senior and middle management in this sector.

## **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. A systematic critical appreciation of, and ability to evaluate, relevant knowledge about organisations, their external context and how they are managed with a view to improving healthcare and social care management practice;
- A02. Application of relevant leading edge knowledge to a range of complex situations taking account of its relationship and interaction with other areas of the healthcare and social care business or organisation;
- A03. A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field as a means of managing effectively;
- A04. Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management;
- A05. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of existing and emerging situations within healthcare and social care management;
- A06. Conceptual understanding that enables the student to: evaluate the rigour and validity of published qualitative and quantitative research and assess its relevance to existing and emerging situations within healthcare and social care management; use existing research and scholarship to identify new or revised approaches to management practice in health and social care.
- A07. Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such research to inform the overall continuing learning process and continuing personal and professional development;
- A08. Ability to communicate effectively using a range of media (for example, orally, in writing, and through digital media) appreciating the variability and diversity inherent in health and social care management;
- A09. Ability to operate effectively in a variety of team roles and take leadership roles and, as appropriate, to critically assess the relevance of personal and wider ethical considerations when making strategic management decisions that may impact the health and social wellbeing of stakeholders;
- A10. Ability to take an international perspective including understanding the dynamic and complex impact of globalisation on businesses, societies and the environment and the ethical implications when managing healthcare and social care organisations;
- A11. Ability to critically evaluate classical and contemporary approaches to health and social care and the dynamic environmental forces which can affect the impact of strategy in healthcare and social care organisations both at a local level and in a global context.

## **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. Demonstrate an ability to consistently apply their knowledge and subject-specific and wider intellectual skills in managing a wide range of healthcare and social care organisations;
- B02. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to a range of audiences;
- B03. Proactively recognise the need for change and have the ability to manage change in diverse and multicultural groups;
- B04. Synthesise theoretical learning and appreciate the impact of its application in different practice and problem situations through the application of originality, insight, and critical and reflective abilities when making management decisions;
- B05. Make management decisions in complex and unpredictable practice situations; by selecting from a range of theoretical models the appropriate planning tools to inform strategic decisions that have currency;
- B06. Behave ethically and with integrity and manage with a strong sense of social responsibility using critical thought as a basis to formulate arguments and to successfully communicate these;
- B07. Evaluate and integrate theory and practice in a wide range of situations taking due consideration of the impact an international or multicultural setting can have on the practical application of different strategies;
- B08. Be self-directed and able to act autonomously in planning and implementing projects at professional levels; with the ability to community effectively within diverse and multicultural groups;
- B09. Critically evaluate theory from observation, practice and experience in order to develop lifelong learning and continue to develop their own knowledge and skills

## 11a. Learning/teaching methods and strategies

### Knowledge and understanding

Teaching, learning and assessment have been designed to increase critical reflection within the study course, whilst embracing the diversity of the student body. Students will utilise their collective experiences and perspectives to appraise and evaluate theoretical models within a range of contexts. Practical problem identification and solution will be a key feature of all learning and teaching. 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 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, the teaching team will use a wide range of approaches, in order to respond to the varying learning styles of students and to encourage each student to become an effective independent critical learner. Actual detailed learning and teaching delivery of each module will depend on the module and the needs of the student group. Broad learning/teaching methods and strategies will include;

- Teacher centred learning styles; for example, lecture delivery which will concentrate on information giving and formative assessment of understanding;
- Work-based or practice specific case studies and practice specific simulation; to develop the necessary experience and skills for professional practice and to positively contribute to successful completion of the healthcare or social care-related Postgraduate Major Project;
- Small group and team work, learning communities and other student- centred activities such as presentations; aimed at drawing out the cultural differences and perspectives of the participants and to exemplify cultural and international issues and their effects on choice of approach to health and social care management;
- Problem solving and case analysis; to cement knowledge and understanding as it applies to professional practice;
- Guest lectures from leading edge practitioners at senior level within a health and social care management context;
- Utilising a diverse faculty; to maximise the subject perspectives provided
- Personal and professional critical self-reflection.

## 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. Learning/teaching methods to develop intellectual skills will include lectures, tutorials, group discussions and debates. Where modules have two pieces of assessment the first will be completed part way through the module delivery period. 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, (for full-time study) and six stages, (for part-time study), also encourages the student to develop their intellectual skills and to reflect on this development and the accompanying learning as they proceed through their Master's course.

Care work often entails emotional labour. Managing health and social care delivery organisations entails not only understanding business leadership and management techniques but requires emotional intelligence to negotiate ethical dilemmas; therefore, a number of modules require students to reflect on managing critical incidents related to material learned during the module. The Postgraduate 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. However, it is recognised that health and social care work generally involves teamwork and related intra-disciplinary and multidisciplinary communication; therefore, a number of modules on the course are assessed using group-work. 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; for example, to provide evidence to support a rational argument. Management is by nature practical, and premised on analysing situations, evaluating options and selecting the most appropriate option, and coursing action to effect the choice. Therefore, students are provided opportunities to develop analytical, evaluation, and change leadership skills.

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

### Transferable Skills

Students are encouraged to perceive the study of health and social care as being multidisciplinary and to recognise that different cultures can influence how health and social care organisations can function; for example, leadership styles and communication techniques that are appropriate in one cultural setting may not be appropriate in another. Students are provided opportunities to develop skills to recognise what techniques will be effective in differing practice situations.

## 12a. Assessment methods and strategies

### Knowledge and understanding

Knowledge and understanding is assessed via a range of assignment and examination based activities, utilising case studies, open book and pre-seen concepts to maximise learning through a controlled environment. These are all designed to have a strong practical and professional orientation and will enable students to develop a range of practical health and social care management skills relevant to senior roles in health and social care organisations.

The following are examples of specific methods:

Reflection on experiences both real and simulated,

Time- limited examinations under controlled conditions; these will be based on real or simulated contemporary tactical and/or strategic health and social care management issues. Students will be required to use relevant theory and sectoral evidence to underpin their arguments and claims;

Written assignments; these will be based on real or simulated case studies which critically examine key strategic issues within contemporary health and social care organisations;

Written management reports and critiques; students will be required to critically analyse, evaluate decision options and recommend courses of management action.

Critical evaluation of academic journal articles and other information that is typical of information that may be used to underpin management decision-making and action.

Group and individual presentations which present arguments in a coherent and insightful manner;

Formative and Summative Assessments

Students will be formatively and summatively assessed on all modules. Ongoing formative assessments provide opportunities to assess knowledge and understanding in an effective, and continuous, manner.

## 12b. Assessment methods and strategies

### Intellectual (thinking), practical, affective and transferrable skills

Intellectual (thinking)

These are assessed through a variety of methods including examinations, coursework and assignments, the dissertation and successful application of skills to the workplace or real-life case studies. The wide ranging methodological analyses and extensive use of case study material/real life examples, throughout the course provide many opportunities for students to develop and exercise deductive, inductive and other cognitive skills.

Examinations take a range of formats including unseen and pre-seen; Examinations 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 in a controlled environment.

While coursework may be completed contiguous with teaching/classroom time, most written assignments have clearly delineated word limits to encourage the concise presentation of structured, well supported argument and opinion. The Postgraduate Major Project allows students to demonstrate their mastery of cognitive skills and critical reflection at the highest level of attainment.

Practical Skills

Assessment of practical skills will involve reflection on workplace experience, examinations and assignments in various forms, such as presentations and reports. Integrative and collaborative working is an important aspect of care work; working in



groups students will conceive and deliver a live simulation of managing a major incident as an assessment task for the Operations and Major Incident Management module. In the Entrepreneurship and Innovation module, the student will work either individually or collaboratively on an intrapreneurial/entrepreneurial case study which promotes creativity and makes clear, sound recommendations for practical implementation in their own or other specified care setting.

Many of these will be specific to health and social care. Students are also given many opportunities to exercise critical appraisal and make practical recommendations. Simulations also allow students to learn and develop a range of techniques to apply in a variety of health and social care practice situations. In support of developing their practical skills, the student may be required to;

Produce a management report in which they critically assess strategic issues and make clear recommendations for successful implementation;

Work collaboratively to deliver a group presentation which coherently and concisely present analyses of strategic issues;

Reflect on own decision making and practice;

Research a contemporary issue on managing in health and social care and feedback to the class;

Present material in class, where clarity of argument, theoretical bases and evidence of depth of thought is supported with references to theory, and currency of thought.

#### Affective Skills

Assessment of growth in feelings or emotional areas is particularly evident when assessing group work; such as group presentations and class discussions. Students are required to demonstrate considerations of self and others' preferences and feelings when exchanging ideas and working between individuals and between groups. Students also get the opportunity to share their reflections on materials presented in class in relation to their own decision-making and work practices.

#### Transferable Skills

These 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. internal or external stakeholders, special interest groups, etc.) as part of an assignment or they may need to be able to work as a team member in researching the information, using a wide range of sources, that will be needed for that presentation.

#### Formative and Summative Assessments

Students will be formatively and summatively assessed on all modules. Ongoing formative assessments provide opportunities to assess intellectual (thinking), practical, affective and transferable skills in an effective, and continuous, manner.

### 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 principles that underpin person-centred care, management skills encouraging collaborative safe practice, professionalism and self-awareness. Our ongoing collaboration with employers affirm that it is these three pillars that underpin productive collaborative working in the health and social care sector.

Inherent in the courses is a focus on understanding the terminology and the contradictions that exist in an academic and practical context and, as such, students are encouraged to critically analyse contemporary theories and empirical evidence within the health social care sector.

The ARUL campus provides a fully staffed employability and careers management service to support students to progress their careers in health and social care sectors. This approach is supported by the ARUL Employability Scheme to which all students are invited to participate. Students build key employability and career skills sought after by management-talent seeking employers in this sector. Relationships have been built with a range of business partners to ensure that a wide choice of opportunities are available for those Students seeking advancement into management positions or new management job opportunities in the health and social care sector.

Collaborations with these business partners are used to explore knowledge and critical skill sets that employers are most interested in and to constantly ensure these are embedded within the course. To supplement this effort, guest presentations by a variety of successful healthcare business people adds to the knowledge and provides some insight to the practical challenges associated with working in the industry. These and our range of MBA health and social care modules are unique in that students are proactively supported to use their real life work experience alongside their academic studies. This focus in supporting students to leverage workplace experience is of special interest to both students and future employers, and will set these 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 MBA graduate. It is the goal of this course to produce MBA graduates who are attractive to employers; This will be achieved 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

Students must have equivalent of a UK first degree at 2:2 or above plus relevant experience.

In addition to, having previously been taught in English and have sufficient command of English to undertake postgraduate study or have an IELTS (or equivalent) score of 6.5 or better or the equivalent qualifications/standards in the candidate's home country, as set out in ARU IQD.

### 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
MOD009372	Postgraduate Study Skills, Research Methods and Ethics	30	TR11	7
MOD009382	Finance and Governance in Health and Social Care	30	TR11	7
MOD009383	Data Analytics and Demand Management	30	TR12	7
MOD009384	Leadership and Human Capital Management in Health and Social Care	30	TR12	7
MOD009385	Strategic Management, Innovation, and Entrepreneurship in Health and Social Care	30	TR13	7
MOD009393	Postgraduate Integrative Project	30	TR13	7
Total Credit: 180.00				

## 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.

Students may obtain the following intermediate awards:

Postgraduate Certificate: 60 credits

Postgraduate Diploma: 120 credits

## 19. For administrative use only

PWY Code	CRS Code	PDT Codes
P0994	P0994FARE01	·P0994FARE01_1X1TR1A23