**Course Information Sheet**

**BSc (Hons) Business and Healthcare Management**

**Modules**

Year 1: The Health and Social Care Environment

This module will introduce students to the types of health and social care organisations which are available to meet the medical needs of local and national populations. This module will offer students the opportunity to explore the range of public, private, and voluntary aided organisations which are available to respond to these needs. Students will develop an understanding of the structure, governance, and culture of such organisations for a microenvironment viewpoint and will understand how organisations are able to work together to address the health and social care needs of the populations that they serve. With the use of environmental analysis tools, students will also examine the macroenvironment (including the demographics and epidemiology of local and national populations) to explore how changes in the macro environment may impact health and social care organisations and the services that they offer. Alongside this, students will develop an appreciation of the roles and responsibilities of health and social care managers in maintaining effective and responsive services. The students will also be encouraged to explore graduate capitals skills as part of employability preparedness on this module and the entire course. This module encourages students to share their unique and diverse experiences from different work and non-work backgrounds as this enriches the module content for added value that benefits everyone enrolled on this module.

Year 1: Academic and Professional Skills

Academic and Professional Skills (APS) is a highly participative module that focuses on the development of the skills students need to succeed academically and professionally. On this module, students gain the skills they need to succeed and thrive in a higher education environment, and simultaneously make themselves more employable by building on a range of professional skills. Skills covered on APS include critical thinking, reading efficiently, using sources, referencing, making presentations and structuring written work, as well as many other skills. The module uses a wide range of engaging activities and tasks to boost academic and professional development. Receiving and engaging with feedback is a core component of the module, and students are given regular opportunities for self-reflection, as well as receiving personalised formative feedback from their lecturer. This module is typically assessed via a written report and a presentation, and the module content is designed to support students throughout the assessment process.

Year 1: Managing Quality in Health and Social Care

The provision of high-quality care is essential for all health and social care services. This module aims to enhance learners’ comprehension of the concept of ‘quality’ and the methods for measuring and improving the quality of services. It also examines the diverse viewpoints of service users, service providers, external agencies, and government bodies on quality issues. Furthermore, this module enables learners to acquire knowledge of the regulatory frameworks and other mechanisms that can be employed to monitor and evaluate the quality of health and social care services, as well as the significance of involving service users in the quality assessment process. The module also fosters the development of transferrable skills that are applicable to various roles within both health and social care sectors. The module incorporates actual events (by way of actual reports from various regulatory bodies), industry forecasts and sector-specific contexts that facilitate learners’ exploration, development, and application of the fundamental principles of the sector and subject area. Learners can gain insights into quality perspectives and processes through class activities based on course content, regulatory reports, practitioner interviews, and talks. The module encourages learners to exercise autonomy and judgement in understanding the strategies for delivering and managing quality in health and social care. Learners are expected to adapt their thinking and reach informed conclusions when evaluating the effectiveness of internal and external systems, policies, and procedures for quality assurance. This is related to health and social care settings and based on a solid foundation of relevant knowledge and understanding. Learners are also exposed to subject/sector-relevant problems from different angles and given the opportunity to investigate them using various approaches and schools of thought. For instance, different quality frameworks can be analysed to understand how different care settings achieve high standards of service. Learners are assessed through two fine-graded assessments comprising of a practical assessment (weightage: 40%) and a close-book written exam (weightage: 60%). The module content is also designed to equip students with knowledge to demonstrate a critical understanding of the concepts, theories, and models of quality in healthcare. They will be able to apply quality improvement methods and tools to identify, analyse, and solve quality problems in healthcare settings and carry out informed evaluations of the effectiveness and efficiency of quality improvement interventions using appropriate data and evidence. Students also learn to develop the ability to communicate effectively with patients, colleagues, managers, regulators, and other parties involved in quality improvement.

Year 1: Business Finance

This module introduces students to the fundamentals of business finance and accounting. The module has been developed to help prepare students for a successful career in business. The emphasis is on developing understanding of concepts such as financial reporting and management for non-financial managers, rather than only quantitative skills. The module develops an understanding of financial concepts, accounting principles, and financial management. The module is corporate-oriented with emphasis on practical applications and problem-solving techniques. Students will be expected to work on practical examples and case studies for discussion and clarification in tutorials. The key issues addressed will be financial reporting principles (context, purposes, and regulatory framework), understanding and evaluating financial statements, management accounting, cost data analysis, budgeting, decision making, financing a business and capital investment decisions. The application of the topics to international markets will be made whenever possible. This module is assessed with a midterm written assignment and a final examination. Multiculturalism has also been considered during the design of this module.

Year 2: Innovation and Entrepreneurship in Healthcare

Innovation is driven by entrepreneurship with a potent mixture of vision, passion, insight, and enthusiasm which enables good ideas to become reality. Innovators are visionaries who bring together creativity, technology and strategy to deliver novel solutions to everyday problems. On the other hand, entrepreneurs are motivated individuals who possess the capacity and willingness to either start their own business or leverage innovation to change established products, practices and/or services. In the modern world, innovation and entrepreneurship is evident throughout all industries; including health and social care. The regular and focused change is important to our customers, service users, stakeholders/businesses and our future and most often our survival and growth. Many innovations start their life as small business ideas. In healthcare, innovation and technology continue to a huge difference in how care and services are delivered. This module aims to develop a student’s innovative, entrepreneur skills and abilities to enable them to cultivate creative ideas as well as developing them into effective operative businesses. This module aims to develop and equip students with strategic thinking alongside their creative thought and design to enable them become successful innovators and entrepreneurs in healthcare. The module also acknowledges that innovation and entrepreneurship is not without complexity and challenges. For example, funding may be sparse and technology may take a substantial amount of time to develop. The element of risk is a particular challenge in entrepreneurship predicated on innovation. ‘Risk’ may take many forms including; operational (for example failing to meet quality and scheduling requirements), commercial (for example failing to attract enough customers) and financial (for example investing in unsuccessful innovation projects). Using contemporary case studies of innovation and entrepreneurship, students will examine such challenges and will discuss strategies to overcome them in healthcare.

Year 2: Managing Human Resources

Human Resources Management (HRM) is both a critical specialist organisational function, often with its own department, and a responsibility of line managers in the day-to-day management of people. Students preparing for graduate employment in the world of international business should have a strong understanding of HRM. This module provides students with a strong foundation in both the operation of Human Resources functions and the role of line managers. It also introduces theories which shape Human Resources strategies for organisations ranging from Small and Medium-Sized Enterprises (SMEs) to Multinational Enterprises (MNEs). Assessment is by written assignment and a practical presentation. Equality, Diversity and Inclusion has also been considered as both a subject for HRM and during the design of this module.

Year 2: Principles and Practice of Marketing

The aim of the module is to enable students to gain familiarity and competence with marketing and it's fit in an organisation’s management, operational structure and processes. The module emphasises the role of research-based marketing within implementation and marketing planning processes at a domestic and international level. It shall explore, discuss, analyse, and evaluate topics such as the internal and external environment, marketing strategies such segmentation, targeting, positioning, and tactics such as the marketing mix. Consumer metrics, branding, marketing ethics and law pertaining to marketing, business-to-business marketing, and customer relationship management will also be explored. All the topics will be in congruence with the short-term and long-term organisational and market demands. A fundamental aspect of the module is that of multiculturalism and global adaptability, which has been embedded in the module design. Furthermore, employability and professional skills are embedded implicitly in the learning outcomes and in taught sessions. Students will be assessed on two assessments, the first in the form of a mid-trimester written piece of coursework, and the second at the end-of-trimester, a final practical assessment.

Year 2: Principles of Health Informatics

Health informatics is one of the fastest growing areas in health. It involves the intelligent use of information and technology to provide better care for patients. An emphasis on applied knowledge and employability skills for aspiring health informaticians distinguishes this Principles of Health Informatics module from others. This module aims to equip those in or entering healthcare with the key practical skills necessary to work with a range of information systems and appreciate how information systems can transform healthcare organisations and improve quality patient care at reduced costs. With the development of artificial intelligence, cloud computing, mobile health apps, and other new technologies, this module aims to give students theoretical and practical knowledge to use information systems to solve problems in the workplace. Up-to-date case studies and relevant material will be used throughout. Multiculturalism has also been considered during the design of this module.

Year 2: Sustainability in Career Development
This module helps student prepare for the transition from higher education to the world of work. This is a really important step and we are here to help find a career that is great for you. Throughout the module, we will explore what your personal motivators are, developing an in-depth understanding of what you are seeking from your future career (by considering your values, occupational interests, strengths and personality). This will help you achieve both career satisfaction and success. We will explore the labour market and the changing nature of different industries and sectors (including the impact of automation, artificial intelligence and globalisation). Given the large number of roles available within the economy, we help students understand what their options are and what they need to do to enter these careers. In addition to this, we equip students with the tools they need to successfully navigate the recruitment cycle (including CVs and applications, interview techniques, assessment centres and psychometric tests). Some of our graduates would prefer to work for themselves and we provide support and guidance for those wishing to start their own enterprise. By the end of the module, you will have a comprehensive career plan and know what steps you need to take to secure your dream job.

Year 3: Contemporary Issues in Healthcare

There are many factors that contribute to health and the healthcare provision that is available to service users. Important considerations affecting contemporary healthcare reflect the need to explore and appreciate the impact that health inequalities may have on those engaging with services. The current healthcare system is dynamic and constantly changing to reflect not only needs of the service users but also social pressures and new health challenges. The healthcare system (particularly in the UK) faces financial challenges, as it is likely that hospitals in particular will see reduced grant levels. For this reason, healthcare systems must pay particular attention to costs and find ways to apply innovative ideas to reduce inefficiencies while maintaining high quality outcomes. For society as a whole, the greatest cost savings may be to help people stay healthy, and many healthcare systems are encouraging behaviour that prevents or delays illness. This module explores current challenges in healthcare including how support can be developed for those experiencing health inequalities and how the system can respond to new challenges such as social issues (e.g. knife crime) and evolving viruses such as Covid 19. The module will encourage students to engage with current debates and explore contemporary literature and recent research in order to develop an appreciation of contemporary issues. Module delivery will incorporate individual and collaborative elements, and the students will be encouraged to share and exchange ideas in sessions. There are a number of ways that formative progress will be assessed, including in class paper analysis, discussion questions, and in class case studies on various healthcare considerations. Summative assessment will be via both a group debate on a contemporary issue in healthcare and an individual report exploring the impact of health inequalities in a specific area and discovering approaches for support that can produce better health outcomes.

Year 3: Executing Business Strategy

This module focuses on the process of strategic management in organisations. This involves the evaluation of the organisation's situation, analysis and selection of strategic alternatives, and implementation and evaluation of the strategic plan. The module develops the student's ability to work within a team (comprised of various business majors), as well as oral, written, and analytical skills. The course presents conceptual information through readings, lectures, a business game simulation, team presentations, and other class activities. The analysis of case studies of actual business situations including international, non-profit, manufacturing, and service industries will serve as a means of applying the course concepts and develop the students' ability to integrate business concepts. The module requires the students to utilise information from a variety of business areas covered in the Business Core including Accounting, Information Systems, Finance, Marketing, and Management. Assessment in this module will be by way of a group strategy simulation exercise completed throughout the term, and an individual project exploring the experience.

Year 3: Leadership and Change Management

In an era of discontinuous change, the future performance of organisations will depend on their employees at all levels being able to fully understand the change process and to implement and cope with change successfully. The demands of leadership in the 21st century, and the pace and complexity of change, are considerable. The contemporary challenges presented by constant change require greater critical judgement and self-awareness on the part of leaders and managers. With this in mind, the module will examine a range of theoretical and practical approaches to leadership change, with particular emphasis on people management skills. The module aims to integrate theory and practice by drawing on relevant theory and connecting it with leaders and change agents across a range of case studies and organisations. Students will be asked to discuss the different types of leaders and organisational change which are evident from the module materials. Ultimately the module seeks to draw theory and practice together so that students can develop the leadership skills and the ability to plan, deliver and manage change within the organisation. These will be required for future careers where change will be an evitable and a constant feature. There will be Q&A sessions in class; tutorials where students present case study analyses and developing change management plans. The summative assessments will be two assignments each contributing to the final grade. The first assignment will be based on an individual reflection essay of the theoretical context of managing change and the possible barriers to change and improvement. The second practical assignment will involve a group boardroom simulation to purpose a plan to manage and specifically identified the needs for leadership change in an organisational setting.

Year 3: Undergraduate Major Project Health

Undergraduate Major Project Healthcare introduces students to research methods relevant to health and social care contexts, how to critically analyse research, identify and source credible evidence, interpret data and synthesise findings to draw conclusions and recommendations. From this, students are able to inform their practice, consider multiple perspectives and justify their decisions to an effective graduate level standard. Throughout the course students learn research and analysis skills through interactive activities, role plays, case studies and application of theory to real-life examples. An essential element of the course is the role that ethics plays in health and social care research, and this is weaved throughout the materials both implicitly and explicitly. Students are assessed by their ability to source credible and relevant evidence in response to a specific research question, present their data, critically analyse their research and synthesise their findings to draw meaningful conclusions and recommendations for future practice and research. Students are also encouraged to apply relevant theoretical knowledge gained throughout their degree course to their project work, thus facilitating the effective transfer of knowledge and allowing an opportunity for students to contextualise their learning in a final project.