

Course Information Sheet

BSc (Hons) Business and Healthcare Management

Modules

Year 1: Healthcare Environment

It is important for those studying health and social care to have an understanding of local and national needs for health and social care and organisations available to meet these needs. 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. This module will introduce to students to the concept of environmental analyses as a tool to survey a population's needs. This is so that an organisation can adapt to the needs of the population that it serves. This module will also introduce Students to leading and managing change consequent upon environmental analysis. More specifically students will examine the external environment scanning health and social care needs of the population and identifying services already available. Students will also analyse the internal environment of the organisation in terms of its corporate governance, organisational structure and current implementation of policies and practices and how these align with the need / expectations of the stakeholders. The culture of an organisation is guided by the leadership style of its management team. Therefore, this module will encourage students to explore and debate the roles and responsibilities of a Healthcare Manager and how s/he may execute these roles.

Year 1: Academic and Professional Skills

The skills which employers look for in potential employees are precisely those needed to gain academic benefit from a course. By developing those skills students simultaneously improve their success in their university experience and make themselves more employable. Designed to promote the academic development of entering students this entry level module applies basic management concepts to the process of learning. Included are note taking, using numbers, information sources, critical thinking skills, working in groups and the academic tools needed for success in core curriculum courses and for success in navigating the transition into university level stud. Throughout the module an emphasis is placed on writing skills and English grammar with regular formative assignments. There are two assessment instruments in this module, a portfolio of work presented at midterm, a group presentation, and a final project.

Year 1: Service Operations Management

The service sector has become an increasingly important contributor of value added to developed world economies, with increased employment in service sector businesses. The rapid and continued growth in the service sectors is providing employment opportunities for supervisors and managers. An understanding of the concepts of successfully managing service provision is essential to future managers and supervisors. Good service provision is planned, managed, executed operationally, and

continually developed. This module is concerned with the design, direction, and control of facilities and processes, and activities required to deliver quality service outcomes. All functional areas of business have a role to play in service excellence, and as such we will be exploring performance contributions from Human Resources; Operations Scheduling; Quality Control; Finance and record Keeping. The module will have a comprehensive and systematic coverage of service operations. An intent of this module is to provide students with an understanding of the analysis, decision making and implement issues of managing the operational aspects of a service function. Operational decision making will include location, layout, capacity, inventory, distribution and quality assurance factors. The introduction and management of technologies in the service arena will also be addressed. Service firms have specific and unique characteristics to address, such as their personnel orientation and the direct intersection between service delivery and consumption – the moments of truth for customers and providers alike. Customers participate in the process directly. Variations in demand present challenges to operations service managers to effectively use perishable service capacity. This is associated with the production and consumption occurring simultaneously and the inability to inventory services. There will be a number of formative assessment methods upon which we may draw including: Q&A sessions in class; tutorials where students present case study analyses, these will be of the type of their presentation and final examination. There will also be a mock presentation before the final graded presentation. The summative assessments will be a presentation, a reflective report based on the presentation, and an examination, contributing a maximum of 50% in each to the final grade. The subject matter will be based on a case study distributed by the lecturer three quarters of the way through the module's delivery. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written, and also be introduced in formative assessments and cases used to deliver the module.

Year 1: Business Finance

This module introduces the 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 module develops an understanding of economic concepts, accounting principles and mathematics. 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 project. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written.

Year 2: Innovation and Entrepreneurship in Healthcare

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; true to the origins of the French word 'entreprendre' which means 'to undertake'. In the modern world, innovation and entrepreneurship is evident throughout all industries; including health and social care. Many innovations start their life

as small business ideas. This module aims to develop individuals innovative and entrepreneur skills and abilities to enable them to cultivate creative ideas and develop them into effective, operative businesses. Innovation and entrepreneurship requires effective team players, leaders, designers, visionaries and facilitators. This module aims to develop Students strategic thinking alongside their creative thought and design to enable them become successful innovators and entrepreneurs in healthcare. This module acknowledges, however, that innovation and entrepreneurship is not without complexity and challenges. For example opportunities can be difficult, 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.

Year 2: Managing Human Resources

The management of Human Resources (HR) is both a major specialist organisational function and a responsibility of line management. It is vital that any student, preparing for the international business world, should have an understanding of the HR function. This module aims to introduce students to both the theoretical basis for Human Resource Management and the range of activities covered by the function. It will also explore the role that HRM plays in the strategic planning and development of domestic and multinational organisations. Assessment of this module is a midterm assignment and a final portfolio presentation. Multiculturalism has also been considered during the design of this module

Year 2: Principles and Practice of Marketing

The module aims to enable students to understand thoroughly the process of Marketing and how it fits into an organization's overall management and planning process. The emphasis will be on the role that marketing can play in implementing and controlling the marketing planning process at both a domestic and international level. Alternative approaches in the use of the marketing mix will be discussed, analysed and evaluated looking at both the short and long-term organisation and market demands. One of the main focuses for the design of this module has been the further development of relevant employability and professional skills. Such skills are implicit in the learning outcomes. Assessment will be by way of a midterm written assignment and a final project. Multiculturalism has been considered during the design of this module.

Year 2: Business Information Systems

This IS/IT module is distinguished by an emphasis on applied knowledge and practical skills for aspiring managers. It is intended to equip students with theoretical and practical knowledge necessary to utilise IS/IT to meet various business objectives, and to make a positive, practical impact in the workplace. It integrates two complementary parallel learning streams. Stream A: addresses the theoretical aspects of IS/IT investments from a management perspective. This will give students the opportunity to understand the role of information systems within the global organisation. The importance of integration of information systems and business functions will be discussed. The cycle of systems development and its relationship to overall strategy will be considered. Stream B: concerns the development of practical IT skills and knowledge related to the design, deployment and enhancement of management applications using modern PC packages.

Issues explored will include database design and interrogation, spreadsheet modelling and information analysis, management presentations and exploiting the potential of the internet. Both streams will make frequent use of case studies to reinforce the linkage between IT and business strategies for domestic, international and multinational organisations. Assessment of this module will be by way of a consultancy report (group work) and a database interrogation and presentation (individual). Multiculturalism has also been considered during the design of this module.

Year 3: Contemporary Themes in Healthcare Policy and Practice

Beyond the many intersections of the Healthcare Industry, a recurring theme is the idea that success depends on the core principle of creating a culture of respectful treatment and valuing all stakeholders. An effective culture engages staff members and ensures that they feel their work is important and appreciated. At the same time, effective operations depend on continual and careful measurement of customer satisfaction. A particular challenge for many healthcare systems involves aged facilities, particularly those located in inner cities. While the facility itself may largely be inflexible, the staff's approach can help overcome that negative factor. Other small touches also help, such as making sure the facility is sparkling clean, uncluttered, nicely decorated, and properly lighted. Food service is a critical part of patient satisfaction in facilities of all kinds. Many hospitals are moving to a catering-style approach that brings food to patients when they need it. Senior care and continuing retirement care facilities face additional challenges with guests who are long-term rather than transient. As is true of many segments of the healthcare industry, the customer for senior living facilities is not only the client but also the client's family. Thus, a holistic approach is needed that involves resident and family alike. 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. A real challenge for healthcare organisations is complex-system management, which involves a system with many moving parts, some of which are independent of each other, the presence of numerous intertwined legal, human resource, and supply chain subsystems, working with multiple decision makers and stakeholders, and a collaborative approach to product and service innovation. This will primarily be a research based module, requiring extensive literature research and reviews. Comparative analyses will be undertaken of different ways that various cultures and countries manage the industry. Module delivery will incorporate individual and collaborative elements, and the students will be encouraged to share and exchange ideas in tutorial sessions. There are a number of ways that formative progress will be assessed, including in class paper analysis; questions; one minute papers at the end of each class session; in class cases on various healthcare systems. Summative assessment will be via both a group management report on challenges in the industry. And an individual analytical essay on a selected specific current issue, based upon the literature reviewed over the module delivery. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is finalised.

Year 3: 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 utilize 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 this module will examine a range of theoretical and practical approaches to leading change, with particular emphasis on people management issues. 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 study organisations. Students will be asked to discuss the different types of leaders and organisational change which are evident from the case material. 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. These will be required for their future careers where change will be an evitable and constant feature. There will be a number of formative assessment methods upon which we may draw including: Q&A sessions in class; tutorials where students present case study analyses; developing change management plans. The summative assessments will be two assignments each contributing a maximum of 50% to the final grade. The first assignment will be based on a review and analysis of the theoretical context of managing change and the possible barriers to change and improvement. The second assignment will involve the design and development of a plan to manage a specifically identified change. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written, and also be introduced in formative assessments and cases used to deliver the module.

Year 3: Major Project

The Undergraduate Major Project module allows students to engage in a substantial piece of individual research, based upon a real world case study. The student will acquire knowledge and skills to design and complete research on an agreed topic. The module is designed to enable the student to consolidate their prior learning through conducting secondary research. Students will develop their information searching skills by learning about the range of sector-specific information sources and how to access and retrieve relevant information from these sources. For example, business students will explore sources of company and market data; similarly, students studying health and social care will explore the range of information on how to deliver health and social care. All students will consolidate their knowledge and skills in accessing academic research repositories. The student will have the opportunity to, in consultation with the module tutor, chose a topic area or issue of interest to analyse; and then evaluate management action required from within that

topic area. The student will conduct data-searches and select data suitable to answer and defend research questions. The student will further use models or techniques appropriately in order to analyse the data collected. The student will also be required to recommend possible solutions to issues, problems and challenges identified. Ultimately, the module will enable the student to use the learned critical skills to present a limited set of justifiable recommendations for management action.