

Overview

Programme Code	36606
Programme Title	Professional Healthcare Management and Informatics
Awarding Institution	Liverpool John Moores University
Programme Type	Level 3/4/5 Qualification
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Graham Sherwood

Partner Name	Partnership Type
Nelson and Colne College Group	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Foundation Degree Arts - FDA	See Learning Outcomes Below
Recruitable Target	Certificate of Higher Education - CHE	Describe the multi disciplinary nature of health and social care Demonstrate knowledge of ethics and societal responsibilities in health studies Demonstrate an understanding of psychological and physical perspectives to personal and social development Demonstrate an understanding of the factors that contribute to health and well being, including promoting dignity and independence Identify the links between individual experience of health issues Analyse comparisons between health and social care systems Demonstrate an understanding of health and health issues using health information and qualitative and quantitative data Compare and contrast a range of health and social care contexts, such as between individual and institutional contexts on national and global contexts Assess the significance of legislative, legal frameworks and service delivery standards Contrast how organisations in health and social care operate Summarise how cultural diversity impacts on health and well-being Communicate effectively verbally and in writing Use relevant office and healthcare ICT effectively Demonstrate an understanding of the need to work collaboratively with people with different roles and from diverse backgrounds

Alternate Award Names

External Benchmarks

Subject Benchmark Statement
UG-Mathematics, Statistics and Operational Research (2019) - Annex to Mathematics, statistics and operational research to cover integrated master's degrees (2009), UG-Health Studies (2019), UG-Social Work (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	January	Accrington Campus, Nelson and Colne College	4 Years
Part-Time, Face to Face	September	Accrington Campus, Nelson and Colne College	4 Years

Aims and Outcomes

Educational Aims of the Programme

The general aims of the programme are: • To provide students with the knowledge, skills, techniques and behaviours needed to support a career as a professional manager in the health and social care sectors • To provide a structured ladder of progression including well-rounded and valuable qualification at levels 4 and 5, tailored to the needs of local and regional employers, and supporting progression routes to level 6 and beyond. • To provide students with the maximum practicable flexibility of study (in terms of study mode, timescales and recognition of prior learning) thus enabling them to match their study commitments to personal needs and aspirations.

Learning Outcomes

Code	Description
PLO1	Describe the multi disciplinary nature of health and social care
PLO2	Compare and contrast a range of health and social care contexts, such as between individual and institutional contexts on national and global contexts
PLO3	Assess the significance of legislative, legal frameworks and service delivery standards
PLO4	Contrast how organisations in health and social care operate
PLO5	Summarise how cultural diversity impacts on health and well-being
PLO6	Evaluate the multi disciplinary nature of health and social care
PLO7	Draw appropriate conclusions from data and apply these to the delivery of healthcare
PLO8	Communicate effectively verbally and in writing
PLO9	Use relevant office and healthcare ICT effectively
PLO10	Demonstrate an ability to work collaboratively with people with different roles and from diverse backgrounds
PLO11	Identify and propose solutions to problems
PLO12	Demonstrate knowledge of ethics and societal responsibilities in health studies
PLO13	Critically reflect on own learning and experiences from the placement and how this has informed students' personal and professional development.
PLO14	Demonstrate an understanding of psychological and physical perspectives to personal and social development
PLO15	Demonstrate an understanding of the factors that contribute to health and well being, including promoting dignity and independence
PLO16	Carry out data analytic and statistical analysis of information sources
PLO17	Identify the links between individual experience of health issues
PLO18	Analyse comparisons between health and social care systems

Code	Description
PLO19	Describe and apply a range of theories of causality and evidence relating to health
PLO20	Demonstrate an understanding of health and health issues using health information and qualitative and quantitative data

Programme Structure

Programme Structure Description

The part-time delivery of this programme is by infilling into sessions shared with full-time students, with all students taking a module sharing taught sessions and assessments. None of the modules within a level rely on knowledge delivered at the same level; level 4 modules rely solely on knowledge on entry and level 5 modules only on material covered at level 4. This means that the modules within each level can be taken in any order that timetabling constraints permit. It is, however, an absolute requirement that students have attempted all aspects of level 4, achieving at least 100 credits, before level 5 is attempted.

Structure - 240 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4527NCCG Healthcare Management Approved 2022.01 - 20 credit points	
[MODULE] 4528NCCG Healthcare and the Law Approved 2022.01 - 20 credit points	
[MODULE] 4529NCCG Introduction to Healthcare Finance Approved 2022.01 - 20 credit points	
[MODULE] 4530NCCG Illness and Co-Morbidities- Health Inequalities in the UK Approved 2022.01 - 20 credit points	
[MODULE] 4531NCCG Developing Academic and Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 4532NCCG Research Methods in Healthcare Approved 2022.01 - 20 credit points	
Level 5 Core - 100 credit points	CORE
[MODULE] 5531NCCG Geography of Health Approved 2022.01 - 20 credit points	
[MODULE] 5532NCCG Security and Communication in Healthcare Approved 2022.01 - 20 credit points	
[MODULE] 5533NCCG Managing Finances in Healthcare Approved 2022.01 - 20 credit points	
[MODULE] 5534NCCG Research Project Approved 2022.01 - 20 credit points	
[MODULE] 5538NCCG Data Analysis and Informatics Approved 2022.01 - 20 credit points	
Level 5 Optional - 20 credit points	OPTIONAL
[MODULE] 5537NCCG Psychology for Health Management Approved 2022.01 - 20 credit points	
[MODULE] 5539NCCG IT for Managers Approved 2022.01 - 20 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Teaching, Learning and Assessment

Key themes of the teaching and learning strategy on this programme are:

- Varied assessment and feedback to enhance the experience of the student.
- The availability of flexible teaching and learning modes, using face to face, on-line and blended learning.
- Student support through the use of structured and targeted tutorials.
- The development and application of theory into practice and the use of Problem Based Learning.
- The use of inclusive learning methods

Teaching sessions will allow for the introduction of new skills, techniques, concepts and theories to enable students to develop their own practice further. Learning and teaching opportunities will be designed to allow for the transfer of learning between the different modules and the integration of theory with practice. Students will learn to produce employment-relevant outcomes, presentations, reports and projects. Students will be expected to think of themselves as independent learners, encouraged by using flexible teaching methods and varied methods of assessment. There is has a mandatory synoptic task at each level. At level 4 this is small and embedded within the Research Methods module. At level 5 students are introduced to the wider health and social care academic community through an individual research project. There is considerable diversity of delivery needs among the likely candidates for this programme. These include

- Traditional full-time learners, mainly students progressing internally from level 3 awards
- Day-release part-time learners, mainly those on day release from partner employers
- Evening class students, principally either those in employment whose employers will not release them during the day or those in other employment wishing to retrain as healthcare professionals
- Those unable to study on a week-by-week basis but who could attend in week-long blocks
- Those who wish to offset RPEL of their previous studies or experience against module learning outcomes.

This programme is intended to meet all of these needs. While the mode and timing of delivery may vary, all students will be assessed against the same learning outcomes and will have the same skills on exit. Assessment is designed to be both formative, in building knowledge and skills, and summative in assessing whether and to what extent required outcomes have been met. At level 5, students are expected to have matured academically and some level 5 modules are assessed in part by seen examination essays. This is principally to prepare students who may wish to progress to honours and master's level for the assessment diet they are likely to experience later. Assessment at level 5 is focussed on evidencing the greater level of intellectual skill required rather than the acquisition and application knowledge. The Level 5 assessments will also give the students the opportunity and scope to produce work that is tailored to their area of interest and career aspirations. There are synoptic assessments at both levels. At level 4 this is a research project in which students will apply their knowledge and skill to the solution of a Healthcare management issue. This work will be a general tutor led project where the students will research an issue in health care management to explore solutions. At level 5, the research project is used to introduce the student to the world of published research materials and the opportunity to research issues in their career area so will be more individualised.

Opportunities for work related learning

Work-related learning is included within this programme, so students will have the opportunity to engage in real world projects and activities. The programme has active links with industry and involves employers in the industrial projects, utilising real world case studies wherever possible. As this is a part time programme, students will apply knowledge attained in their employment to their academic studies.

Entry Requirements

Type	Description
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Alternative qualifications considered	<p>Candidates are selected on the basis of their ability to cope with and benefit from the programme. Their suitability can be demonstrated either through previous educational achievement or through experience and aptitude. Admission by prior qualification will normally require a minimum 48 UCAS Tariff points with the majority of the points gained in healthcare related subjects. Typically, points can be derived from:</p> <ul style="list-style-type: none"> o One GCE A level or Vocational A level pass or equivalent o Two AS level passes o BTEC National Diploma/Certificate o Other qualifications such as Scottish Highers, Welsh Baccalaureate, Irish Leaving Certificates, International Baccalaureate, with the required UCAS points o A pass in a recognised Access course o Equivalent Scottish or Irish qualifications <p>GCSE Maths and English grade C or above, or equivalent are required to support future career progression. Admission by experience and aptitude will be based on the length and type of the candidate's employment experience and his/her ability to demonstrate an aptitude and enthusiasm for the subject. As part of this process, candidates may be required to undertake aptitude tests and/or to provide personal and/or employment references. Candidates whose first language is not English will be required to demonstrate English language competence equivalent to IELTS 5.5 or higher.</p>
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Extra Entry Requirements