

Health Services Management

This programme has been revalidated and is no longer recruiting to this specification. Please refer to the updated programme specification of the same name.

Final award	BSc (Hons)
Intermediate awards available	Cert HE and Dip HE
UCAS code	B9NF
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Health Studies 2005
Date specification last up-dated	May 2010

Profile

The summary - UCAS programme profile

BANNER BOX:

A programme designed for students wanting health information and skills which could be used in the expanding employment area of health and social care.

ENTRY REQUIREMENTS

200UCAS points.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, then IELTS 5.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

ABOUT THE PROGRAMME

What is Health Services Management?

The Health Services Management Programme looks to examine management subjects which impact on the quality of healthcare delivery. The programme of Health Services Management allows students the opportunity to explore the theory, practice and principles of health management and apply these in a healthcare context.

Health Programmes at UEL

Health is an exciting and dynamic area of study. There are many careers opportunities available in health and social care and the programme aims to offer direct practical

experience to students either through work placement or workbased learning in the final year of the programme.

Programme structure

The programme provision is module based and is structured to allow a student maximum flexibility. It is easy to switch between full and part time study if circumstances require this. Joint degrees with other relevant subject areas are also possible. There is a common first year so students are not required to register a programme choice until they have complete level I. In Level II and III a tight timetable allows part-time students a full study day i.e. they are not required to attend more than a day a week. The accreditation of prior learning and experience enables a faster route through the programme. Each pathway has modules which are compulsory but there is the facility for students to select modules according to their interests.

Learning environment

Learning happens in a variety of ways – the lecture, mini lecture, seminars, student group work, groups and individual presentations, workbased, work placement web-based learning, learning groups, reflective learning and project work.

Assessment

A variety of assessments are used to enhance learning. Certain pathways e.g. health promotion rely on course work which happens both during and at the conclusion of the module delivery. The management pathway modules have coursework assessment and an end of module presentation based on a case study.

Level I does not have examinations in Semester A, and there is an expectation that students require this first year to “learn how to learn”. This means that the degree award only draws on marks in level II and III for the final classification.

A considerable amount of assessment is informed by practical requirements e.g. the students on the communication module will produce a poster as part of their assessment – which could be used as part of a health campaign.

Work experience/placement opportunities

There are opportunities in level III to select a workbased learning module as well as a possibility of paid work placements in a health and social care setting.

Project work

A project module is compulsory at level III. This allows students the opportunity to put into practice what they have learnt on their programme, in particular the “Research Methods” module at Level 2.

Added value

There is extensive personal support based on a personal development tutor system. Students are expected to develop presentation skills, be able to work in groups, to be able to organise

their time effectively and be skilled at information gathering. Communication skills – both written and verbal - are encouraged during the course.

IS THIS THE PROGRAMME FOR ME?

If you are interested in studying...

Cultural and social aspect of health, health inequalities, health and social issues, communication, health management skills, health promotion, public health, health research, work-based learning.

If you enjoy...

- Discovering the influences on the health and wellbeing of individuals and communities;
- Working with other students;
- Being able to research health and wellbeing issues;
- Learning about ways to improve health and wellbeing;
- Learning about health policies;
- Learning about management in health settings;
- Being able to learn in a flexible way.

If you want...

A strong learning support at level I aimed at improving the level of your success in level II and III. A Personal and Professional Skills module at level I will support your learning needs and the management of a personal development profile is central to this process. This will allow you to identify your learning needs and register your personal success. This builds into a complete learning profile over your programme and will be useful to an employer to demonstrate your success.

The programme allows a wide range of module selection. Thus even though you may have selected a Health Services Management Programme you can still select a Public Health or Health Studies module. It is also possible to combine the core modules from two pathways e.g. Health Promotion to create a joint degree programme. It is also possible to plan a joint programme from another subject field e.g. Sports Sciences or Law. A strong theme through out the programme is research – for example, students taking this programme will expect to develop their research skills and a capacity to interpret and apply evidence.

Your future career

Many opportunities exist in the expanding services within Health and Social Care. Care services in East London offer many employment opportunities – within both the public and private sectors.

How we support you

When you arrive at the University you will be allocated a personal development tutor who will be a member of the academic staff familiar with your programme of study. During your first semester at level I you will see your personal development tutor every week as an

integral part of your core module “Personal and Professional Skills” module. Your personal tutor is there to help you throughout your time at the University.

Module leaders, year tutors and subject leaders also offer support on academic issues.

Personal Development Tutors will offer advice about the specialist help available in the University.

There is a School help desk to offer both direct help and advice. Students representatives are elected each year for help and can also act as a communication channel with staff etc.

Support for Students at the university level includes; the Learning Zone, Connexions, an Employability Unit, advice on practical issues i.e. finance, medical service, language support learning support for special educational needs. An increasing use is being made of the web as an extra resource to support learning.

Bonus factors

A diverse student body within the School of Health and Bioscience with staff and facilities to match the wide interests and backgrounds of students

Central London is only 20 minutes away by underground, and the Stratford Campus has extensive transport links with all parts of London, the UK and the European train terminal will be based at Stratford. Stratford is currently developing “Stratford City” a vast development of commercial and social facilities. Stratford is also near to the developing corridor of the Thames Gateway in East London

Multiplex cinema, near the radical Stratford East Theatre is a few minutes walk for the Campus.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Provide the opportunity for students to explore the interaction between the theory, practice and principles of Health Services Management;
- Facilitate the development of effective strategies in Health Services Management by the encouragement of reflection in practice;
- Provide understanding of the core concepts affecting management of change and strategic management;
- Provide understanding of the social, economic, environmental and political context which influences decision making in Health Services Management;
- Apply a critical and analytical approach to principles and practices of Health Services Management.
- To enable students to understand what employers are looking for when they recruit, develop and promote staff

- Provide opportunities for students to develop, demonstrate and evidence these skills to prospective employers
- Develop personal and ethical skills.
- Develop skills required for independent academic research.

What will you learn?

Knowledge

- Selected themes and issues in Health. Maj., joint and Min.
- The historical development of health welfare institutions in the UK, and of their contemporary activities and organisation. Maj. and joint.
- The factors which influence on health. Maj., joint and Min.
- Research skills. Maj. and joint.

Thinking skills

- Obtain, summarise and synthesise material from a range of sources to analyse issues in health. Maj. and joint.
- Apply theory in the assessment of health policy intervention and development. Maj. and joint.
- Identify, synthesise and evaluate relevant primary and secondary data. Maj., joint and Min.
- Recognise the diversity of perspectives underpinning Health Policy.
- Reflect on their own knowledge base and develop strategies to enhance their learning. Maj., joint and Min.
- Critically appraise. Maj.

Subject-Based Practical skills

- Problem-solving skills. Maj. and joint.
- Data collection and research skills. Maj. and joint.
- Evaluative and analytical skills. Maj., joint and Min.
- Sensitivity to the values and interests of others. Maj., joint and Min.
- Locate and retrieve information from a variety of sources. Maj., joint and Min.
- Independent learning. Maj., joint and Min.

Skills for life and work (general skills)

- Convey ideas in an appropriate written or oral format, including, where appropriate, the presentation of data. Maj., joint and Min.
- Communicate effectively (in writing and verbally). Maj., joint and Min.
- Participate effectively in groups to achieve joint learning outcomes. Maj., joint and Min.
- Manage time effectively. Maj., joint and Min.
- Critically reflect on the value of one's own work. Maj., joint and Min.
- The ability to select and utilise appropriate computer software.
- Set goals, plan a work programme. Maj., joint and Min.
- The development of their own style of independent learning. Maj., joint and Min.
- Work independently. Maj., joint and Min.

Structure

The programme structure

Introduction

At the University of East London all programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is 3 years when attended in full-time mode or 4-5 years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of study and vice-versa, to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

How the teaching year is divided

The teaching year is divided into two semesters beginning in September and February. A full-time student would normally register for 6 modules in one year (3 modules in each Semester). Assessment takes place at the end of each semester. Students may start the programme in either September or February.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. The University offers subjects in a variety of combinations:

- Single - 120 credits at levels one, two and three with minimum of 40 credits drawn from university wide option
- Major - 80 credits at levels one, two and three with a minimum of 20 credits drawn from university wide option
- Joint - 60 credits at levels one, two and three with a minimum of 20 credits drawn from university wide option
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single and major routes for this programme:

LEVEL	TITLE	Skills Mod.	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	HS1050 Understanding Health		20	Core	Core	Core	Core
1	HS1053 Personal and Professional Skills	Y	20	Core	Core	Core ¹	
1	HS1055 Introduction to Management in Health Care		20	Core	Core	Core	Core
1	HS1052 Development of Health Care		20	Core		Option	
1	HS1060 Introduction to Health Promotion		20	Core		Option	
1	HS1061 Public Health Foundations		20	Core	Core	Option	
2	HS2080 Evidence Based Practice		20	Core	Core		
2	HS2064 Research Methods	Y	20	Core	Core	Core ²	
2	HS2056 Information Management and Health		20	Core	Core	Core	Core
2	HS2085 Managing Resources in Health		20	Core	Core	Core	Core
2	HS2053 Principles and Values in Health		20	Option		Option	

2	HS2054 Health Promotion : Working in Groups		20	Option		Option	
2	HS2081 Measuring Health and Disease		20	Option		Option	
2	HS2051 Health Policy		20	Option		Option	
2	HS2065 Communication and Health		20	Option		Option	
2	HS2052 Health Inequalities		20	Option		Option	
3	HS3073 Work Based Learning - Employability	Y	20	Core	Core	Core	³
3	HS3063 Project Modules		20	Core	Core		
3	HS3087 Managing Change in Healthcare		20	Core	Core	Core	Core
3	HS3088 Leadership in Healthcare		20	Core	Core	Core	Core
3	HS3080 Global Context of Public Health		20	Option		Option	
3	HS3050 Power Theory and Health Promotion		20	Option		Option	
3	HS3051 Policies and Practice in Health		20	Option		Option	
3	HS3058 Social Policy		20	Option		Option	
3	HS3064 Sexuality and Health		20	Option		Option	
3	HS3065 Counselling and Health		20	Option		Option	
3	HS3081 Mental Health and its Promotion		20	Option		Option	
3	HS3056 Health in the Workplace		20	Option		Option	
3	HS3057 Health in East London		20	Option		Option	

¹ If the level 1 skills modules is undertaken in the other part of your joint programme then an alternative HS module must be selected at level 1

² If the level 2 skills module is undertaken in the other part of your joint programme then an alternative HS module must be selected at level 2

³ If the level 3 skills module is undertaken in the other part of your joint programme then an alternative HS module must be selected at level 3

Requirements for gaining an award

In order to gain an **honours degree** you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an **ordinary degree** you will need to obtain a minimum of 320 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 80 credits at level three or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level one or higher.

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

Additional information...

The lowest module marks at level II and at level III are disregarded in the final degree classification calculations

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Tutorials/seminars
- Workshops
- Reading
- Internet, WebCT
- Independent research

Thinking skills are developed through

- Presentations
- Preparing for tutorials and seminars/workshops
- Completing coursework assignments (including data analysis, essays and reports)
- Independent reading.

Practical skills are developed through

- Practical work in groups
- Work placements
- Computer usage
- Library sessions

Skills for life and work (general skills) are developed through

- Time management
- Presenting ideas and arguments in a structured manner – written and oral communication
- Computer literacy
- Problem solving
- Team work.

Assessment

Knowledge is assessed by

- Written seen, unseen examinations and open book examination
- 'standard' essays, extended essays and short pieces of assessed coursework
- Individual and group presentations
- Poster presentations
- Group reports
- Oral Presentations
- Portfolios

- Database searches
- Library exercises
- Throughout the programme there is a combination of formative and summative assessment.

Thinking skills are assessed by

- Written seen. unseen examinations and open book examination;
- 'Standard' essays, extended essays and short pieces of assessed coursework
- Individual and group presentations
- Poster presentations
- Group reports
- Project work
- Library exercises
- Oral presentations
- Describe, explain and discuss various aspects of the course material in the context of class tutorials, group work, presentations etc.
- Cognitive and intellectual skills are promoted via group discussions, debates, and workshops based on the analysis of a range of practice situations.

Practical skills are assessed by

- Evidence of logical planning and management of time in the preparation of materials for assessment
- The ability to complete assignments using appropriate resources.
- Reports resulting from group work.
- Open Book Examination
- Individual and group presentations;
- Poster presentations
- Group reports

Skills for life and work (general skills) are assessed by

- Demonstration of effective oral and written communication skills
- Evidence of interpersonal skills such as teamwork and /or team leadership
- The ability to work to strict deadlines
- The ability to select and utilise appropriate problem solving skills

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the University checked that:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality and Standards Committee.

Once every six years the University undertakes an in-depth review of the whole field. This is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;

- Ensuring that regulations are followed;
- Providing feedback to the University through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme: Module evaluations.

- Student representation on Field Committees (meeting each semester)
- Personal tutor,
- Module leaders,
- Programme leader,
- Field Leader.

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Providing details on the programme notice board
- Verbal feedback to groups

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- views from local health stake holders

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

Where you can find further information

The programmes in Health are able to make full use of the skills framework implemented across the University i.e. Personal and Study skills at level I, Research Skills at level II and Employability skills at level III – using the modules HS1053 “Personal and Professional Skills, HS2064 “Research Methods” and HS3073 “Workbased Learning – Employability”.

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes