BSc (Hons)
Health and Social Care Management

(Awarded by the University of Chichester)

PROGRAMME SPECIFICATION

www.lsme.ac.uk

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For prospectus details about the programme, please see www.lsme.ac.uk

AWARD DETAILS

Title and Name of Final Award(s) & Credits

BSc (Hons) Health and Social Care Management (Top-up)	120 Credits
BSc (Hons) Health and Social Care Management Full Degree with Foundation Year	360 Credits
BSc (Hons) Health and Social Care Management (Full Degree	360 Credits

Course Duration

Top-up: One Year
Full Degree: Three Years
Full Degree with Foundation Year: Four Years

Level of the Programme

All awards offered under this programme are at Level 6 and Levels 4, 5 and 6 of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ) for the top-up and full degree respectively.

https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks

Relevant Subject Benchmark Statement

Learners studying for these qualifications will be expected to develop the following skills during the programme of study:

- The ability to analyse, synthesise and summarise information critically
- The ability to read and use appropriate literature with a full and critical understanding
- The ability to think critically and independently and solve problems
- The ability to apply subject knowledge and understanding to address familiar and unfamiliar problems
- The ability to recognise the moral and ethical issues of health and social care practice and research; appreciating the need for ethical standards and professional codes of conduct
- An appreciation of the interdisciplinary nature of health and social care service provision

The capacity to give a clear and accurate account of a subject, assemble arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

For more information on subject benchmarking, please see https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/subject-benchmark-statement-health-studies

Awarding Institution

The University of Chichester

Language of Study and Assessment

English

Please see 'English language requirements' further below regarding the standard required for entry.

ADMISSION INFORMATION

General Entry Requirements

Students who wish to undertake the full degree programme must:

- Be at least 18 years of age
- Have a level 3 qualification, such as BTEC National Diploma in Health & Social Care or an equivalent qualification in Health and Social care, or GCE Advanced Level profile which demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* to C
- Equivalent T Level Qualification
- Have a valid enhanced DBS certificate
- Pass an initial assessment test (CEFR Level B2) literacy and numeracy with in-depth proficiency in academic writing) at LSME.

Acceptance on the course will be subject to a face to face interview.

Students who wish to undertake the Top-up qualification must:

- Have an approved HND with a Merit Profile or Either
- The applicant presents an HND transcript demonstrating a consistent improvement in attainments as they progressed through the two years of their HND programme.
  Or
- The applicant demonstrates a good level of understanding of the programme of study and shows enthusiasm during the one-hour interview. Their personal statement must demonstrate evidence of reflection, critical thinking and understanding of their programme of choice and the national context.
- Entry via the Foundation year is considered for individuals with work experience and relevant skills, do not meet the entry requirement for the full degree, are enthusiastic about further studies and are able to pass our initial assessment test.

English Language Requirements

It is essential to have an excellent command of the English language to benefit from studying for the programme. Students applying for the full degree will be required to obtain an acceptable grade in their approved English language test (GCSE or equivalent) if their first language is not English. Applicants who have not studied in English for the final two years of their qualification may also achieve an IELTS minimum score of 5.5 in the written, listening, reading and speaking component of the test or equivalent. LSME will also request that an applicant take our internal Initial Assessment Numeracy and Literacy test even if the above conditions have been met, must achieve at CEFR Level B2 and show competence in academic writing.

In most cases, applicants with acceptable HND qualification will not need to take an English test before undertaking a top-up degree. If there is any doubt about a top-up applicant's English language ability, the application process will include the initial assessment literacy test and applicant must pass at CEFR Level B2.

Financial Requirements

All students are required to have sufficient funds to cover programme tuition fees and maintenance costs for the duration of their studies. For self-funded students, the college should receive a minimum of 50% of their tuition fee to qualify for an admission letter. The remaining fees are payable in full on registration. Students offered admission will be required to sign a financial declaration form confirming that they understand this situation and will have sufficient financial support for the duration of their studies. Evidence of available funds may be required.

UK/EU nationals can apply for a student' loan through the SLC to cover their tuition and maintenance costs for the duration of the course. The College is not able to provide financial assistance to any student whose funds prove to be inadequate at any stage during the programme.

For more information on SLC application visit
www.slc.co.uk & www.lsme.ac.uk/student finance
for information on tuition fee amounts read the prospectus at
www.lsme.ac.uk. Also read our policy on student tuition fee and refunds.

Students with Disabilities (including Dyslexia and Mental Health Issues)

LSME welcomes applications from students with disabilities – which may include mobility or dexterity impairment, chronic medical conditions (e.g. diabetes, HIV, epilepsy, asthma) or chronic pain/fatigue, mental health difficulties, specific learning difficulties (e.g. dyslexia or dyspraxia), Asperger's Syndrome and other autism spectrum disorders, or any other condition which has a long-term and adverse effect on studying.

The College aims to offer as much appropriate assistance as possible to accommodate individual needs and will take all reasonable steps to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully.

Applicants are encouraged to disclose any specific disability at the time of application (via the 'Equal Opportunities' and 'College Application' forms), and let the administration know if anything further can be done to make the application and selection process as accessible as possible. This helps the College to ensure that applicants' specialist needs can be understood, and any obstacles minimised, throughout the application and admission process.

Once registered, the College can provide specific support to students with disabilities throughout their studies. Students are encouraged to disclose any disability from as early as possible; the Student Welfare Officer can answer queries and provide confidential

advice at any point. Any special arrangements may be made via the Student Welfare Officer.

Please see further information at www.lsme.ac.uk
(under our policy on student learning support).

Intake Quota

There is no specific intake quota for the programme, but the numbers admitted each year are very limited. Applications for places are reviewed and any offer letters are issued in the order in which they arrive. Prospective students are therefore encouraged to apply as early as possible, as admittance to the programme may close up to several months ahead of the start of each new academic year.

PROGRAMME AIMS AND OBJECTIVES

Educational Aims of the Programme

The programme has been developed in accordance with the QAA Benchmark Statements for Healthcare Professionals and Management degrees with the curriculum aligned to the benchmarks for knowledge and understanding within the framework of the three main areas of Organisations, External Environment and Management. In order to ensure that the suite of modules is fit for purpose, professional body requirements, such as those of the Health and Care Professions Council and Institute of Healthcare Management have also been considered in the overall structure.

The programme has been specifically designed to develop a range of cognitive and intellectual skills together with techniques specific to health and social care management. For example, one of the modules in the first year examines the personal and professional skills managers need to perform effectively in a health and social care environment and offers a strong health and social care sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

Learning, Teaching and Assessment Methods

The programme is taught through a variety of teaching methods including: lectures, small group seminars and group work with peers. All elements of the programme have specific learning outcomes with content designed to help students achieve these outcomes. Students are expected to learn through both directed and self-directed study. The programme is assessed through individual Module assessments (which may include essays, other written coursework, group work, presentations or other methods).

Broad Learning Outcomes

By the end of the BSc programme, students will be expected to achieve the following broad learning objectives – drawing on material taught across different elements and assessed in a variety of ways.

Learning Outcomes – Knowledge and Understanding

On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:

- Key theoretical and contemporary issues involving health and social care management.
- Generic management issues that can be applied in real world contexts.
- Knowledge and critical understanding of investigative techniques in organisational research with an appreciation of diverse managerial contexts.
- The research process and how to undertake an independent and rigorous study of research.

Learning Outcomes – Subject Specific Intellectual and Research Skills

On successful completion of the programme students will be able to:

- Understand how effective health and social care management enables a diverse range of organisations to develop economic and social value.
- Demonstrate knowledge and understanding of the theories, concepts, tools and techniques used in health and social care management.
- Critically assess the management challenges inherent in new types of delivery organisations and ways of working.
- Apply analytical tools and techniques associated with health and social care management.

Learning Outcomes – Transferable and Generic Skills

On successful completion of the programme students will be able to:

- Collect and critically evaluate qualitative and quantitative information.
- Communicate ideas and arguments coherently and effectively in a variety of formats.
- Work effectively as an individual or part of a team and recognise problems associated with group working.
- Use library and other resources effectively applying appropriate bibliographical skills.

The broad learning outcomes and expectations aligned with intermediate and final degree level awards are:

Level 4

This is an introductory level where students develop a knowledge of basic concepts. In terms of skills development, students will have mastered techniques in areas such as problem-solving and developing skills that enable them to communicate accurately and effectively. Students leaving the programme having completed Level 4 would be eligible for the award of Certificate in Higher Education.

Level 5

This is an intermediate level where students learn to effectively engage with the programme content by applying principles within a range of contexts and are able to evaluate the appropriateness of different approaches to solving problems. Students leaving the programme having completed both Levels 4 and 5 would be eligible for the award of Diploma in Higher Education.

Level 6

This is the final honours level where students develop the professional skills and understanding necessary to make an immediate and effective impact in the workplace. They will develop an understanding of a complex body of knowledge, and through an

ability to evaluate evidence, arguments and assumptions, will be able to use analytical and problem-solving techniques to understand complex situations and assist with their management. Students will also have developed the skills that allow them to communicate either formally or informally in a range of styles appropriate to a given situation.

LEARNING TIMES

Modes of Study and Duration of Study

The main part of the programme is taught 'face-to-face' at LSME. After the end of formal teaching, the final part of each qualification is a period of up to three months of intensive research project work. If appropriate, part of or the whole of the project period may be spent away from the College, whether in the UK or abroad.

The programme may be taken on a full-time as follows:

Mode	Standard Period of Registration
BSc (Hons) Health and Social Care Management (Top-up)	1 Academic Year
BSc (Hons) Health and Social Care Management (Full Degree)	3 Academic Years
BSc (Hons) Health and Social Care Management (Full Degree) with Foundation Year	4 academic Years

Estimated Number of Guided Learning Hours

The programme comprises a total of 3600 notional learning hours for the three-year programme, 4800 notional learning hours for the full degree with Foundation year and 1200 notional learning hours for the top-up qualification. Based on a mix of contact teaching time, directed study, and self-directed study time plus assessment, It is generally expected that full-time students will spend on average 35- 50 hours a week on study, including face-to-face sessions and private study. During term-time, each week will typically include 11 hours of contact time within the College, about 10 hours of placement activity (encouraged for students who are not working in the sector) and 10-25 hours of self-directed study as follows:

Year 0 (Optional Foundation Year at Level 4)

Timetabled teaching and learning activity Teaching, learning and assessment: 288 hours
Independent learning: 912 hours

Year 1 (Level 4)

Timetabled teaching and learning activity Teaching, learning and assessment: 288 hours
Independent learning: 912 hours

Year 2 (Level 5)

Timetabled teaching and learning activity Teaching, learning and assessment: 240 hours
Independent learning: 960 hours

Year 3 (Level 6)

Timetabled teaching and learning activity Teaching, learning and assessment: 192 hours
Independent learning: 1008 hours

ASSESSMENT AND GRADING

Students will be assessed by handing in a written coursework for each module. The assessor grades the assignment individually and assigns a numerical grade in percentage.

A pass is awarded for the achievement of outcomes against the specified outcome criteria. Course work is graded as follows.

- 0 - 39% Fail. Insufficient level of work.
- 40 - 49% Third Class. Basic level of work.
- 50 - 59% Lower Second. Good level of work.
- 60 - 69% Upper Second. Very good level of work.
- 70 - 79% First Class. Excellent work overall.
- 80% + High First. Exceptional work overall.

Students who fail to achieve a pass will be given another opportunity for reassessment. For further guidance on assessment regulations for undergraduate programmes, visit www.lsme.ac.uk.

CALENDAR AND CURRICULUM

The academic year is divided into three terms. During the breaks between terms, students are expected to continue their studies through reading and revision.

At the start of each term, there is a mandatory orientation and induction for new students, which takes place before formal teaching begins. This induction provides an opportunity to enhance skills in areas such as Harvard Referencing, Plagiarism, Research, Time Management, Academic Writing, and using the Virtual Learning Environment (VLE), among others.

The teaching schedule for the programme is also interspersed with assignment preparation and submission deadlines, which will be communicated by your programme lecturers.

The exact term dates can be found on the website at https://lsme.ac.uk/academic-term-dates/; however, this may vary slightly for September cohorts, and further details can be found in the Programme Handbook.

PROGRAMME MODULES AND ROUTE MAP

Details of the BSc (Hons) Health and Social Care Management programme are shown below. The Foundation course takes one year to complete and develops knowledge and understanding in six core areas. On successful completion, students progress to year one the of the degree programme. Although the Foundation Course consists of six, 20 credit Level 4 modules the credits themselves do not count towards the award of the degree. Progression to the first year of the degree is based on passing all six modules with a minimum grade of 40%.

Year Zero (The Foundation does not count towards the award of the final credit)

TERM 1	
English for Academic Purposes	(20 cr.)
Study Skills	(20 cr.)
TERM 2	
Using Numeracy and ICT skills in Research	(20 cr.)
Evolution of Management Theory and Practice	(20 cr.)
TERM 3	
Social Psychology in Organisations	(20 cr.)
Understanding Health and Social Care	(20 cr.)

Year One: Certificate in Higher Education – 120 credits at Level 4

TERM 1	
Critical Thinking Skills	(20 cr.)
Personal and Professional Skills for Management	(20 cr.)
TERM 2	
Ethical Foundations of Health & Social Care	(20 cr.)
UK Healthcare Policy	(20 cr.)
TERM 3	
Organisation Theory	(20 cr.)
Operations Management, Quality and Excellence	(20 cr.)

Year Two: Diploma in Higher Education – 120 credits at Level 5

TERM 1	
Project Management	(20 cr.)
Strategic Human Resource Management	(20 cr.)
TERM 2	
Inter-professional Working in Health & Social Care	(20 cr.)
The Legal and Regulatory Framework	(20 cr.)
TERM 3	
Service Planning and Budgeting	(20 cr.)
Research Methodology	(20 cr.)

Year Three: Honours Level – 120 credits at Level 6*

TERM 1	
Leadership in Health & Social Care	(20 cr.)
Contemporary Issues in Health & Social Care	(20 cr.)
TERM 2	
Managing Change	(20 cr.)
Managing Risk	(20 cr.)
TERM 3	
Research Project	(40 cr.)

* Direct entry to year three of the programme is available to those who have already gained 240 credits on a suitable course at levels 4 and 5.

Additional Student Support

Training sessions covering areas like the introduction to computing, basic numeracy skills, English for academic purposes, study skills, academic referencing and more are offered during the programme. Further details of these will be found on the Canvas Virtua Learning Environment of the College.

Research Project Report

As a major component of the programme, students undertake a research project on a relevant topic – assessed through a written-up report. The project should be an independent piece of work, appropriately guided and supported by a supervisor and other relevant staff. The topic should be selected and a project proposal drawn up by the end of Term 3, for approval by the personal tutor. Substantive work, including any travel or fieldwork, should start after in the summer.

STUDENT SUPPORT, GUIDANCE AND RESOURCES

Student Charter

LSME has a student charter which summarises the standards of service the College expects and aspires to offer students, as well as the standards of conduct which students should expect and aspire to follow in turn. Students and prospective students are encouraged to read this.

For further information on the student charter please visit www.lsme.ac.uk

The Student Community

All students on the College have an elected representative whose main role is to act on behalf of the entire student body, provide a focus for student opinion and identity across LSME, through representation on committees and by acting as a link between staff and students. In addition, the student body organizes LSME-wide social events occasionally.

Personal Tutors

Students on the programme are allocated a personal tutor who can provide both academic guidance and more general support or pastoral care. The personal tutor relationship is not only about direct teaching – although tutors can recommend or arrange for their tutee to see other specific members of staff regarding specific non-academic and academic matters. Personal tutors mainly act as a point of contact to discuss practical issues or questions regarding the programme, such as module choices or project selection, or as a first-line sympathetic ear for personal problems.

Student Welfare and Support

The Student Welfare officer offers advice and support for any practical or emotional issues students may experience during their time at LSME. The Officer is available to talk to any student who is experiencing anxiety or stress, study-related or otherwise.

All appointments with the Student Welfare Officer are strictly confidential, and no information volunteered by a student will be passed on to anyone else without permission.

Visit www.lsme.ac.uk for further information and advice on student welfare provision

Learning Resources and Facilities

Students on the programme have access to a library, VLE and IT (computing) resources and facilities, as well as many other standard facilities such as common room, canteen and outdoor space for recreation.

Careers Advice and Resources

The College's Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students at the College, from those with established careers who wish to change direction to those who have come from level 3 and are looking to establish a career. We assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups, or through College-wide events (arranging regular careers events and forums, talks by speakers from relevant organisations). We provide career services via our Employability and Enterprise Hub (EEH) which is also linked to the Graduate First portal for independent learning for further employability Skills development.

For further information, please visit www.lsme.ac.uk.

PROGRAMME QUALITY

Quality Evaluation and Enhancement

The programme is subject to LSME's rigorous internal quality assurance processes, including standard annual monitoring, internal verification by LSME, External moderation by the University of Chichester and overall annual college review. Exam Boards will be held by the University of Chichester to agree on final awards, extenuating circumstances, academic malpractice and overall programme quality assurance. As students reach the end of the term and also at the end of the year or programme, they are asked to give specific feedback both via class discussion sessions and a survey. Feedback on other topics, including the content of specific modules as well as more general issues like library facilities, will also be sought throughout the period of study. Such feedback is anonymised, analysed, discussed and followed up by appropriate committees and functions within the College.

Operation of the programme itself is overseen by a dedicated Health and Social Care Departmental committee. A range of further LSME committees and functions are responsible for identifying and resolving any problems, improving programme quality and enhancing the student experience on an ongoing basis.

AFTER GRADUATION

Possible Routes to Further Study

Successful completion of the programme may serve as excellent preparation for students who wish to go on to a Level 7 qualification in Social and Community Work, Public Health, Health Systems Management and other relevant qualifications.

Further information on career progression in health and social care can be found at https://www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx

Possible Routes to Employment

Learners can progress in employment as Health and Social Care Team Leaders, Care Coordinators, Care Managers, other roles in the sector that require working at a higher level with increased responsibilities, autonomy and expertise, or have a supervisory and managerial role.

ABOUT THIS DOCUMENT

This programme specification applies for the Academic Year 2024-25 and has been developed in line with the nationally agreed reference points for assuring the quality and standards of higher education in the United Kingdom, known as the Academic Infrastructure.

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