

# **Integrated Master's in Health and Social Care Management**

## **Leading to the Qualification of Master in Science (MSci)**

(Awarded by the University of Chichester)



**PROGRAMME SPECIFICATION**



# Integrated Master's in Health and Social Care Management (MSci)

(Awarded by the University of Chichester)

*For prospectus details about the programme, please see [www.lsme.ac.uk](http://www.lsme.ac.uk)*

## AWARD DETAILS

### Title and Name of Final Award(s) & Credits

MSci in Health and Social Care Management	480 Credits
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### Course Duration

Full Award: Four Years

### Level of the Programme

Modules at Levels 4, 5 and 6 are aligned with the QAA descriptors for the qualifications of Certificate in Higher Education, Diploma in Higher Education and a Bachelor's Degree with Honours. The final award offered under this programme are at Level 7 of the Framework for Higher Education Qualifications in England, Wales & Northern Ireland (FHEQ) for Master's Degrees. The Level 7 modules have been aligned with QAA Benchmark Statements for Master's Degrees.

<https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>

## **Relevant Subject Benchmark Statement**

Learners studying for these qualification 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.
- Develop an advanced and critical understanding of health and social care organisations and their management, cultures and structures as well as wider economic, environmental and social contexts.
- The ability to instil a deep understanding of responsible leadership.
- The ability to undertake a research project, conduct research and undertake training in research methods linked to a field of health and social care management.
- The ability to apply knowledge and understanding of health and social care management to complex or difficult issues, both systematically and creatively, to improve management practice, including within an international context.

- 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/docs/qaa/subject-benchmark-statements/subject-benchmarkstatement-health-studies.pdf>  
<https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmarkstatement-social-work.pdf>

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

### 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 BSc (Hons) qualification will not need to take an English test before undertaking MSci in Health and Social Care.

## **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 entire duration of the course. The School 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](http://www.slc.co.uk) & <https://lsme.ac.uk/students/student-finance>*

*for information on tuition fee amounts read the prospectus at*

*[www.lsme.ac.uk](http://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 <https://lsme.ac.uk/students/college-policies>  
(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**

Although the course content is closely linked to QAA benchmark statements, the College recognises the need to provide a programme that is current, relevant and with a curriculum catering for the needs of students from diverse backgrounds. The first module, therefore, focuses on the development of critical thinking skills to support the transition from school, further education or the workplace into higher education. Furthermore, teaching involves a significant amount of group work to encourage students to support each other in the learning process and mitigate against any problems that might affect retention.

The course aims to:

- Provide students with knowledge and understanding in the key functional areas of organisations, the external environment and management.
- Provide students with knowledge, concepts and principles of the main functional areas of health and social care.
- Develop knowledge and understanding of the main principles and practices of management with an ability to apply these skills to the solution of work related problems.
- Prepare students with the skills and competencies needed for a successful career in health and social care management.

### **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.
- Generic management issues that can be applied in real world contexts.
- Knowledge and 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 create 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 delivering new types of services 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 learning outcomes in relation to knowledge and skills vary between levels. To ensure a clear and logical progression through the degree, the learning outcomes expected at each stage of the programme align with FHEQ level descriptors. Specific learning outcomes for each module are detailed in the individual Module Descriptors set out in Section 7. Although most students will complete the whole programme there are exit awards at each level should a student cease their studies at an earlier stage.

Broad learning outcomes 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.

## **Level 7**

Master's level where students deal with complex issues both systematically and creatively making sound judgements in the absence of complete data and being able to communicate their conclusions clearly to specialist and non-specialist audiences. They will be able to demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level. Holders of the MSci will have the qualities and transferable skills necessary for employment that requires the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the ability for independent learning required for continuing professional development.

## 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 School, whether in the UK or abroad.

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

Mode	Standard Period of Registration
Level 4	1 Academic Year
Level 5	2 Academic Years
Level 6 (Equivalent to BSc (Hons) Health and Social Care Management)	3 Academic Years
MSci in Health and Social Care Management (Level 7)	4 Academic Years

### Estimated Number of Guided Learning Hours

The programme comprises a total of 4800 notional learning hours for the four-year programme. 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 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 Independent

## **Year 4 (Level 7)**

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.

Students must average 50% across all modules to progress to Level 7, and complete all 120 credits at Level 7 to be considered for the award of MSci.

Students who do not complete 120 credits at Level 7 will be offered a Bachelor's award with Honours where appropriate.

The MSci award is classified as follows: (Based on weightings of 20% of aggregated marks from Level 5, 30% from Level 6 and 50% from Level 7.)

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

- 0 - 29% Poor Fail. Very insufficient level of work.
- 30 - 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 BSc programmes, visit [www.lsme.ac.uk](http://www.lsme.ac.uk).

## CALENDAR AND CURRICULUM

### Study Calendar

The academic year is broken up into three terms. Students are also expected to continue their studies (through reading, revision etc.) during the breaks between terms.

**Term 1** (Autumn) runs from September to December (14 weeks total).

There is a compulsory orientation and induction for new students at the very beginning of the term for 2 weeks. Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.

**Term 2** (Spring) runs from January to March/April (11-13 weeks total).

There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 6 weeks, which is interspersed with 2 weeks of assignment preparation and submission, making a total of 11-13 weeks.

**Term 3** (Summer) runs from April to July (14 weeks). There is a compulsory orientation and induction of new students at the beginning of the term for 2 weeks.

Formal teaching then runs for 9 weeks, which is interspersed with 3 weeks of assignment preparation and submission, making a total of 14 weeks.



## PROGRAMME MODULES AND ROUTE MAP

Details of the MSci in Health and Social Care Management programme are shown below: Year One: Certificate in Higher Education – 120 credits at Level 4

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

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

<b>TERM 1</b>	
Project Management	(20 cr.)
Strategic Human Resource Management	(20 cr.)

<b>TERM 2</b>	
Inter-professional Working in Health & Social Care	(20 cr.)
The Legal and Regulatory Framework	(20 cr.)
<b>TERM 3</b>	
Service Planning and Budgeting	(20 cr.)
Research Methodology	(20 cr.)

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

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

**Year Four: MSci in Health and Social Care Management-120 credits at Level 7**

<b>TERM 1</b>	
The Leadership of Cultural Change	(20 cr.)
Practical Application of Cultural Change Leadership	(10 cr.)
<b>TERM 2</b>	
The Perception and Psychology of Wellbeing	(20 cr.)
Practical Application of the Concept of Wellbeing	(10 cr.)
<b>TERM 3</b>	
Management Consultancy Project	(60 cr.)

**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.

## **Management Consultancy Project**

This project give students an opportunity to put their new knowledge into practice through a consultancy project. The project will be selected in conjunction with a health/social care organisation and consist of an in-depth analysis of an area of concern identified by the organisation. The consultancy report will include a critical literature review with the results of the research presented to a panel of academic staff with input by the sponsoring organisation. The presentation will be supported by a written report.

## 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*  
<https://lsme.ac.uk/students/student-charter>

### **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](http://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, Canvas 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 School, 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](http://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 8 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 Health and Social care Managers or 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 2023-24 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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