

QUALITY ASSURANCE DOCUMENT QA3 – PROGRAMME SPECIFICATION



– Programme Code	CRS (Course Code): SCFSHCM001S ROU (Route Code): SCFSHSS					
– Programme Title	FdSc Health and Care Management					
– Target Award Title	Foundation Degree (FdSc)					
– Exit Award Title(s)	<ul style="list-style-type: none"> – FdSc Health and Care Management (240 credits) – Certificate of Higher Education (CertHE) in Health and Care Management (120 credits at Level 4) 					
– Subject area	Foundation Degree Health and Care Management					
School	Centre: Centre for Academic Persistence Department: Foundation Degrees					
– Programme Team Leader(s)	TBD					
– Programme Type	Blended Learning					
– Delivery Model	DL F/T		BL F/T	x	Apprenticeship	
	DL P/T		BL P/T		Other	
Where delivery model identified as 'Other' please provide details						
– Location of delivery	All UK Campuses					
– Proposed Start date	September 2025					
– Reference points	This programme is aligned with: QAA Qualifications Characteristics Statement for Foundation Degrees (2020) QAA Subject Benchmark for Health Studies (2024) QAA Subject Benchmark for Business and Management (2023) FHEQ (Framework for Higher Education Qualifications) Level 4 FHEQ (Framework for Higher Education Qualifications) Level 5					
– Professional, Statutory & Regulatory Bodies (PSRB)						

– Programme aims
<p>The Foundation Degree programme will draw on the educational values in the Arden University Education strategy (Confidence, Compassion, Connectedness, Curiosity, Creativity) in order to apply the Arden Educational Gains Framework (confident, citizen, connected and creative). Delivering these educational gains is critical to the Foundation Degree Health and Care Management because it is aimed at students who do not meet standard HE entry requirements but have relevant and current work experience.</p>

Through a supportive teaching and learning framework, developed to ensure students are equipped for studying in HE, it provides knowledge and skills designed to develop students to become early managers, responsible for leading and managing their health or social care service function. This includes being accountable for developing team members, managing projects, planning and reviewing workloads and resources, delivering operational plans, resolving problems, and building relationships both internally and externally.

The programme equips students to understand how they can fit within and support broader organisational structures and services in health and social care settings. It enables them to confidently apply codes of practice, legislation, and regulations relevant to their organisation's operations. They can encompass legal and ethical responsibilities, as well as equity, diversity and inclusion, compassionate care, and the sustainability impacts of the organisation.

In addition, it teaches students to work as part of a network or in a team setting. They will learn how to operate within agreed budgets and available resources, reporting to senior leaders. They will build confidence in decision-making and holding responsibility for guiding the decisions of others. This includes collecting and interpreting data to identify trends, analysing resources, and finding ways to improve efficiencies.

In line with the core principles of Foundation Degrees, the programme will develop academic, professional, and work-based skills.

There will be a focus on collaborating with employers to ensure that programme content remains relevant to the workplace and that students can apply their knowledge and skills. It is critical to the programme that the principles of work-based learning are a central feature, and that students are assessed directly on how they have applied their learning within their chosen sector.

Upon completion, the programme aims to provide students with the knowledge and skills base to expand their career opportunities in the health or social care sectors, or to continue studying at FHEQ Level 6, with the aim of them being well-positioned to progress to a leadership position post-graduation, or senior leader with postgraduate study.

Programme Structure

Foundation Degree Health and Care Management FdSc													
Level 4: 12 months													
Level 4	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	120 credits
	FHCM4003 Learning for Life: Skills for Study and Work (Health and Care) (30 credits)									On Track – personalised academic support and guidance			
	FHCM4004 Sustainable Business Practice in Health and Care (30 credits) Pinned module			FHCM4001 Collaborative Cultures in Health and Social Care OR FHCM4002 Entrepreneurship and Health Innovation (30 credits)			FHCM4001 Collaborative Cultures in Health and Social Care OR FHCM4002 Entrepreneurship and Health Innovation (30 credits)						
Level 5: 12 months													
Level 5	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	120 credits
	FHCM5004 Workplace Impact Project – Applied work-based learning for Health and Social Care (30 credits)									On Track – personalised academic support and guidance			
	FHCM5001 Concepts of Compassionate Leadership (30 credits) Pinned module			FHCM5003 Financial and digital health development OR FHCM5002 Evidence-based practice in multi-disciplinary working (30 credits)			FHCM5003 Financial and digital health development OR FHCM5002 Evidence-based practice in multi-disciplinary working (30 credits)						

The Foundation Degree will be organised into eight, 30 credit modules.

There will be pinned modules for semester 1 in for level 4 (Sustainable Business Practice in Health and Care) and level 5 (Concepts of Compassionate Leadership).

Level 4 and level 5 both include one long and thin module that is taught across semesters 1, 2 and 3. The Level 4 module (Learning for Life: Skills for Study and Work (Health and Care)) develops students' academic, personal effectiveness and professional skills. The Level 5 work-based learning module (Workplace Impact Project – Applied Work-based Learning for Health and Social Care) requires students to apply academic theory to the workplace.

The remaining modules will develop students' subject-specific knowledge, behaviours and skills, as outlined in the programme and module learning outcomes. Two modules (Entrepreneurship and Health Innovation; Sustainable Business Practice in Health and Care) are also delivered on the Business and Innovation Foundation Degree. The modules share the same module learning outcomes as their Business and Innovation counterparts, but the curricula and assessment will be contextualised to reflect business practices and innovation needs found in the health and care sector.

– Programme Entry Requirements

Please adapt standard/typical entry requirements as necessary.

Standard entry requirements (all required):

1. Minimum 60 credits from Level 2/3 qualification (e.g., GCSE, A-Levels, BTECs, Access to HE, or equivalent) with a minimum of 15 credits at level 3)
2. Current professional C.V.
3. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

Non-standard entry requirements:

1. 2 years' work experience in a relevant role (industry specific work experience / professional certificates) of which some must have been completed in the last 12 months.
2. English proficiency - IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent)

All non-standard entry applications are subject to academic review/interview

– Learning, teaching and assessment methods and strategies

As part of Arden Universities commitment to widening participation and delivering educational gains learning and teaching on the Foundation Degree will be designed to reflect the non-standard entry requirements for students on the programme. This means ensuring that teaching and learning is accessible and adaptable to the needs of all students, particularly those with limited recent experience of education. Learning activities will emphasise the application of knowledge in order to solve authentic problems, reinforcing the vocational nature of Foundation Degrees. Industry-relevant case studies and live client briefs will be utilised so that students apply theoretical knowledge and skills to real-world contexts.

The programme will be designed around active learning, student-centred principles. Classroom-based teaching will use innovative and engaging activities that will place emphasise on discussion of core concepts as a means of enhancing learning and creating insight. Each session will be required to follow a scheme of work which sets out the learning outcomes and potential learning gains based around

identified knowledge, skills and behaviours. Schemes of work will also be used to support an adaptive teaching approach so that activities are tailored to meet the needs of each student. A consistent approach to assessment for learning will be adopted so that students become familiar with the importance of tracking their learning and reflecting on how it might be applied to module assessment and, where appropriate, the workplace.

The supportive environment within the classroom will be extended by ensuring all students have access to 1:1 academic and non-academic support. Programme resources will be allocated to creating a comprehensive approach to such things as personal tutoring and academic skills coaching which will be available for students, so they can re-visit and reinforce key topics and enhance their understanding in a way on an individualised basis.

In addition to the opportunities for in-person directed learning, students will have access to a range of curated online material designed to enhance their understanding. A range of digital tools will be employed to both directly support classroom learning and allow students to enhance their experience of independent learning. Such things as simulations, discussion fora, social media channels, webinars and presentation software will give students a varied and engaging set of learning tools that they can utilise and re-visit throughout the programme.

Modules in levels 4 and 5 have been designed so that they provide a sound basis for the level 6 top up modules. For example, *Evidence-based practice in multi-disciplinary working* develops students' skills in conducting a literature review, appraising evidence and using quantitative and qualitative evidence data in order to solve problems or issues. This will provide some preparation for a level 6 project or dissertation.

Sample synchronous and asynchronous learning activities

Synchronous

- Activities to develop assessment literacy
- Informal presentations to develop oracy skills
- Mini-lectures
- Peer assessments
- Problem-based learning
- Reflection and tutorials
- Seminars
- Simulations
- Team-based learning
- Practical workshops

Asynchronous/independent learning (utilising the Virtual Learning Environment)

- Activities to develop assessment literacy
- Activities integrating use of Arden University learning resources (e.g., Library and Careers Portal)
- Comprehensive online weekly sessions
- Discussion forum activities
- Mini lecture videos

- Online-self assessment and reflective activities
- Pre and post face-to face-session activities (including mini quizzes, learning check points)
- Use of key module reading lists

Assessment Strategy

A central feature of this holistic learning journey is an assessment strategy that (a) meets required standards of knowledge at FHEQ L4 and L5, (b) does so in a way that recognises the level of educational experience students bring with them into a Foundation Degree and (c) is consistent with wider Arden University assessment policy. As a result, assessment across the programme will meet the following requirements:

- Offer a variety of assessment including opportunities for students to choose the format they wish to use to meet the learning outcomes
- Provide students with the opportunity to complete authentic tasks relevant to Health and Care Management
- Require students to show evidence of their engagement with a wide range of sources and to show how these have helped them to develop their knowledge and insight
- Be consistent with Arden University policy on assessment equivalencies
- Be designed so that students are required to produce authentic and original work
- Make use of an assessment matrix which should be incorporated into the marking process as per Arden University assessment and feedback policy
- Prepare students for assessment requirements at L6 upon completion of the programme

The Assessment strategy also takes account of assessment volumes required within 30 credit modules delivered across a 9-week teaching block. To ensure students have sufficient support, assessment will be closely aligned with teaching content and there will be a structured approach to enable students to make progress throughout the module. This will include opportunities for formative assessment and feedback as well as other 1:1 support through a range of synchronous and asynchronous methods.

In order to encourage high submission rates, this structured approach will allow students to take advantage of campus resources to complete assessment tasks in-person. This will support submission levels by ensuring students have access to technology to allow them to make use of appropriate resources, complete tasks in a supported and focused environment and work with other students in a collaborative context. For example, in week 10 (end-of-module assessment week) Foundation Degree students will be encouraged to attend in-person assessment support sessions led by academic staff.

Assessment Types

The following assessment types have been designed into the programme:

Level	Module	Component 1	Component 2	Component 3
4	FHCM4003 Learning for Life: Skills for Study and Work (Health and Care)	Portfolio (15%)	Portfolio (35%)	Portfolio (50%)
4	FHCM4004 Sustainable Business Practice in Health and Care	Coursework (100%)		
4	FHCM4001 Collaborative Cultures in Health and Social Care	Case study (100%)		
4	FHCM4002 Entrepreneurship and Health Innovation	Report (80%)	Presentation (20%)	

5	FHCM5004 Workplace Impact Project – Applied Work-Based Learning for Health and Social Care	Portfolio (50%)	Report/proposal (30%)	Presentation (20%)
5	FHCM5001 Concepts of Compassionate Leadership	Coursework (100%)		
5	FHCM5003 Financial and Digital Health Development	Report (100%)		
5	FHCM5002 Evidence-based Practice in Multi-disciplinary Working	Case study (100%)		

— Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	The means by which these outcomes are achieved	The means by which these outcomes are assessed
At the end of this course you, the student, will be able to: (No more than 10 programme learning outcomes are permitted per programme.)		
1. Analyse the principles of sustainable business practices in the health and care sector.	Students will understand some of the critical features of managing ethically, sustainably and in a way that ensures ongoing organisational success. This will be achieved through modules such as: <ul style="list-style-type: none"> • Sustainable Business Practice in Health and Care • Entrepreneurship and Health Innovation • Financial and Digital Health Development 	Through formative and summative assessments, students will demonstrate their ability to adopt an informed position in relation to a key sustainability challenge facing the sector. Assessment types such as reports and case studies will facilitate this.
2. Demonstrate a secure knowledge of legal, ethical, and regulatory frameworks within health and social care contexts, applying key principles of equality, diversity, and inclusion.	Knowledge of the regulatory environment within which the health and care sector operates will be developed through the following modules: <ul style="list-style-type: none"> • Collaborative Cultures in Health and Social Care • Concepts of Compassionate Leadership • Evidence-based practice in multi-disciplinary working • Sustainable Business Practice in Health and Care 	Through formative and summative assessments, students will demonstrate their ability to apply knowledge of regulations and key principles through case study analysis, problem-solving activities including responding to live client briefs, and report writing.
3. Apply a secure understanding of leadership and management theory to their own practice in order to foster a culture of collaboration, and professional growth within diverse teams, contributing to organisational success.	Theoretical approaches to leadership and management, and its application to the workplace will be developed. There will be a particular focus on discussing and analysing the central importance of collaboration and inclusion in strengthening teams from a leadership perspective. This will be achieved through modules such as: <ul style="list-style-type: none"> • Collaborative Cultures in Health and Social Care • Concepts of Compassionate Leadership • Evidence-based practice in multi-disciplinary working • Workplace Impact Project – Applied Work-Based 	Through formative and summative assessments, students will demonstrate an understanding, and the development of, a compassionate leadership style through participation in workshops, discussions, simulations, roleplays, reflections, and reports.

	<p>Learning for Health and Social Care</p> <ul style="list-style-type: none"> • Learning for Life: Skills for Study and Work (Health and Care) 	
<p>4. Demonstrate an understanding of the value of compassion in care, developing integrity in practice, promoting dignity for all, and understanding the broad-spectrum impact of compassionate behaviours.</p>	<p>Compassion, integrity and dignity are crucial values, and these values will be transmitted via the whole curriculum and modelled by the lecturers who teach on the programme. This will be achieved through modules such as:</p> <ul style="list-style-type: none"> • Collaborative Cultures in Health and Social Care • Concepts of Compassionate Leadership • Workplace Impact Project – Applied Work-Based Learning for Health and Social Care • Learning for Life: Skills for Study and Work (Health and Care) 	<p>Through formative and summative assessments, students will demonstrate an understanding, and the development of, the value of compassion in care, through participation in workshops, discussions, simulations, roleplays, reflections, and reports.</p>
<p>5. Evaluate the role of digital technologies in improving service efficiencies, resource management and digital transformation in health and social care settings, in order to meet challenges faced by the sector.</p>	<p>The level 5 module Financial and Digital Health Development will have a specific focus on this learning outcome, but key principles will also be emphasised in the following modules: This will be achieved through modules such as:</p> <ul style="list-style-type: none"> • Workplace Impact Project – Applied Work-Based Learning for Health and Social Care • Learning for Life: Skills for Study and Work (Health and Care) • Entrepreneurship and Health Innovation 	<p>Through formative and summative assessments, students will be able to show knowledge of a range of digital technologies. This will be assessed by means of reports, coursework, case studies and need analyses.</p>
<p>6. Examine the role of innovation and entrepreneurial skills to address challenges and opportunities presented by the health and care sector.</p>	<p>The importance of innovation within the health and care industry is a key theme across the programme. It will encourage the development of innovative and entrepreneurial mindsets, with the aim of enhancing multidisciplinary care and enhance service outcomes. This will be achieved through modules such as:</p>	<p>Through formative and summative assessments, students will demonstrate an awareness of the value of entrepreneurial mindsets through activities such as presentations, reflections, reports, and creative portfolios.</p>

	<ul style="list-style-type: none"> • Entrepreneurship and Health Innovation • Financial and Digital Health Development • Sustainable Business Practice in Health and Care 	
7. Assess the financial environment within which the Health and Care sector operates and evaluate the impact of the financial environment for resource allocation and service delivery.	<p>Students will be assessed on their ability to identify and apply financial and digital tools to make informed resource-based decisions.</p> <p>This will be achieved through modules such as:</p> <ul style="list-style-type: none"> • Entrepreneurship and Health Innovation • Financial and Digital Health Development • Sustainable Business Practice in Health and Care 	Through formative and summative assessments, students will be able to analyse the financial environment. This will be assessed by means of reports, coursework, case studies and need analyses.
8. Demonstrate academic and professional skills, including effective communication, collaboration, and the ability to apply current research and best practices to decision-making in health care management.	<p>Students will have opportunities to acquire essential academic and critical thinking skills such as academic integrity, academic research skills, and how to apply critical thinking.</p> <p>This will be achieved through modules such as:</p> <ul style="list-style-type: none"> • Workplace Impact Project – Applied Work-Based Learning for Health and Social Care • Learning for Life: Skills for Study and Work (Health and Care) • Evidence-based practice in multi-disciplinary working 	Throughout the programme, students will be assessed on the acquisition and consolidation of new academic and professional skills, through means such as presentations, simulations, case studies, practical demonstrations of skills, and reflections.

– Graduate Attributes and the means by which they are achieved and demonstrated <i>Attributes must be covered and assessed in every level of study on a programme.</i>		
Graduate Attribute	The means by which these attributes are achieved	The means by which these attributes are assessed

1. Digitally literate	Across the programme, learning activities will be designed to ensure students engage with a variety of digital media and sources. Learning for Life: Skills for Study and Work (Health and Care) (L4) and Workplace Impact Project – Applied Work-Based Learning for Health and Social Care (L5) will explicitly focus on the acquisition of digital literacy for both work and study. Financial and Digital Health Development will provide an opportunity for students to specialise in the essential role digital technologies play in the health and social care industry.	Assessments will require students to practice and gain proficiency in using a range of digital media and locating, evaluating and present information digitally.
2. Contextually innovative	This attribute is delivered across all modules through the emphasis on applied knowledge and the importance of continuous improvement in the health and social care industry. Entrepreneurship and Health Innovation, Evidence-Based Practice in Multi-Disciplinary Working and Financial and Digital Health Development especially foreground innovation and problem-solving.	Students will be assessed by methods that requires them to show insight and understanding of the health and care sector and evidence how to apply innovative thinking through problem-based learning.
3. Socially intelligent and proactively inclusive	These attributes are core features of this programme. Collaborative Cultures in Health and Social Care, Concepts of Compassionate Leadership, and Sustainable Business Practices in Health and Care focus on developing student awareness of, and competence in, compassionate leadership, communication, collaboration, equity, diversity, and inclusion.	Workplace Impact Project – Applied Work-Based Learning for Health and Care Management will require students to reflect on how their actions impact upon others. Also, students will be required to set out their position in critical issues in areas such as of compassion, dignity and inclusion.
4. Professional knowledgeable in their subject area	The programme promotes foundational business, leadership, and management knowledge as it relates to the health and social care industry through core concepts such as innovation, leadership and sustainability. It also provides a thorough grounding in legal, ethical, and regulatory frameworks within health and social care contexts.	Students will be required to analyse case studies, respond to live client briefs to demonstrate their knowledge and apply it to real-world contexts.

19. Summary of modules and mapped programme learning outcomes

(List modules in order of delivery)

Level	Module Code and Module Title	Module type <i>Compulsory (C) or Optional (O)</i>	Pinned / Paired Modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9	LO 10	GA1	GA2	GA3	GA4
4	FHCM4003 Learning for Life: Skills for Study and Work (Health and Care)	C	Pinned			✓	✓	✓			✓			✓		✓	
4	FHCM4004 Sustainable Business Practices in Health and Care	C	Pinned	✓	✓				✓	✓					✓		✓
4	FHCM4001 Collaborative Cultures in Health and Social Care	C			✓	✓	✓									✓	
4	FHCM4002 Entrepreneurship and Health Innovation	C		✓				✓	✓	✓					✓		
5	FHCM5004 Workplace Impact Project - Applied Work-Based Learning for Health and Social Care	C	Pinned	✓		✓	✓	✓			✓			✓		✓	✓
5	FHCM5001 Concepts of Compassionate Leadership	C	Pinned		✓	✓	✓								✓	✓	
5	FHCM5003 Financial and digital	C							✓	✓				✓			

	health development																
5	FHCM5002 Evidence-based practice in multi-disciplinary working	C			✓	✓					✓				✓		✓

Certificate in Higher Education (CertHE)

To be awarded the CertHE, students must complete a total of 120 credits at Level 4.

