PROGRAMME SPECIFICATION

1. Programme Code	TBC
2. Programme Title	Chartered Manager Degree Apprenticeship (CMDA) with BSc. (Hons) Health and Care Management
3. Target Award Title	Chartered Manager Degree Apprenticeship (CMDA) with BSc. (Hons) Health and Care Management (CMI) (360 credits)
4. Exit Award Title(s)	Certificate of Higher Education (Cert. HE) Health and Care Management Level 4 (120 credits) Diploma of Higher Education (Dip. HE) Health and Care Management Level 5 (240 credits) BSc. (Ordinary) in Health and Care Management (320 credits).
5. Subject area	Health and Care Management
6. School	School of Health and Care Management
7. Programme Team Leader(s)	Klara Brittes Da Silva
8. Programme Type	Specialist
9. End Point Assessment Organisation (EPAO)	CMI (Recommended)

10. Delivery Model	DL F/T		BL F/T		Apprenticeship	X
	DL P/T		BL P/T		Other	
Where delivery model identified as 'Other' please provide details	N/A					
11. Location of delivery	Apprenticeship (distance learning)					
12. Proposed Start date	April 2024					
13. Reference points	This Programme is aligned with QAA's subject benchmark for Health Studies 2019. Learners graduating from the programme are therefore well placed to be able to, among other skills and core knowledge, demonstrate a critical awareness of: • The ethical perspectives of health and value-based care that is geared towards supporting the independence of service users. There is an increasing need for this to be viewed not only from how sectors, organisations and businesses operate in health and care but within frameworks that speak to global, environmental, and planetary dimensions of health. • The multidisciplinary nature of health studies and the place of research and scholarship in the development of the subject area. This will be explored through the lens of concepts that amplify the diverse determinants of health, physical and mental well-being, and other emergent issues at the fore of health and care management practice. • Social policy, which is a key area of health studies as well as the individual and group approaches supporting it. Learners will					

	therefore foreground core knowledge on various elements, including the theoretical and interdisciplinary capabilities graduates are expected to develop to effectively operate in the health and care sector.
	• The use of resources, performance tools and quality benchmarks to lead and manage effective service delivery and change, often within set budgets and organisational and regulatory constraints. The use of data and healthcare technologies in this process will explicitly feature in the activities and discussions designed to support deeper learning and application.
	The programme also draws on QAA's subject benchmark for Social Work 2019 and Business and Management 2019. For instance, drawing on the former (Social Work 2019), the programme supports knowledge and skills development raisinglearners' awareness of how to lead and manage services designed to enable users to gain, regain, or maintain control of their lives, choices, and decisions. Specific importance is given to individual and service accountability, safe working practices and partnership working to engender outcome-based care.
	Similarly, drawing on the latter (Business and Management 2019), the programme supports the development of an appreciation of the business environment within which health and care operate locally and internationally. This includes economic, environmental, cultural, ethical, regulatory, political, sociological, digital, and technological factors and their effect on strategy, professional practice, management, and sustainability.

This programme is aligned with the apprenticeship standards set out for the provision of a CMDA offering. learners graduating from the CMDA programme will have the ability to take responsibility for people, projects, operations and/or services to deliver long term organisational success. They will gain professional recognition for their ability to deliver impact, behave ethically and demonstrate their commitment to continuous learning and development. The standards include:

Knowledge

Organisational Performance – delivering a long-term purpose

Operational Strategy	Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance. Know how to manage change in the organisation.
Project Management	Know how a project moves through planning, design, development, deployment, and evaluation. Understand risk management models and reporting, risk benefit analysis and H&S implications.
Business Finance	Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports. Understand approaches to procurement and contracting, and legal requirements. Understand commercial

		context in an organisational setting and how these changes over time.
	Sales and Marketing	Know how to create marketing and sales strategies. Know how to segment and target relevant markets and customers (global and local), analysis of opportunities and ways to market. Understand the need for innovation in product and service design.
	Digital business & new technologies	Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development. Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.
	Interpersonal Excellence – leading people and developing collaborative relationships	
	Communication	Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them. Know how to maintain personal presence and present to large groups. Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.
	Leading People	Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches. Understand organisational culture and diversity management.

	Managing People	Know how to recruit, manage, and develop people, using inclusive talent management approaches. How to use HR systems and processes to ensure legal requirements, H&S, and well-being needs. Know how to set goals and manage performance.
	Developing Collaborative Relationships	Understand approaches to stakeholder, customer, and supplier management, developing engagement, facilitating cross functional working and negotiation. Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.
	Personal Effectiveness – managing self	
	Awareness of self and others	Know how to be self–aware and recognise different learning styles. Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.
	Management of Self	Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.
	Decision Making	Know how to undertake research, data analysis, problem solving and decision making techniques, and understand the values, ethics, and governance of your organisation.

	Skills	
	Organisational Performance -– delivering a long-term purpose	
	Operational Strategy	Support the development of organisational strategies and plans. Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies, and excellence. Produce reports that clearly present information and data, using a range of interpretation and analytical processes. Gain wide support to deliver successful outcomes.
	Project Management	Plan, organise and manage resources to achieve organisational goals. Identify key outcomes, develop, and implement plans and monitor progress, and provide reports as required. Proactively identify risk and create plans for their mitigation. Able to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them. Ability to use widely recognised project management tools.
	Business Finance	Managing budgets, controlling expenditure and production of financial reports.
	Sales and Marketing	Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer

		relationships. Creative approaches to developing solutions to meet customer need.
	Digital business & new technologies	Able to identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.
	Interpersonal Excellence – leading people and developing collaborative relationships	
	Communication	Communicate clearly, effectively, and extensively using oral, written, and digital channels and platforms. Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate. Manage and chair meetings and clearly present actions and outcomes. Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.
	Leading People	Able to articulate organisational purpose and values. Support the creation of an inclusive, high performance work culture. Enable others to achieve by developing and supporting them through coaching and mentoring.
	Managing People	Able to build teams, empower and motivate others to improve performance or achieve outcomes. Able to delegate to others, provide clear guidance and monitor

			progress. Ability to set goals and accountabilities.
		Developing Collaborative Relationships	Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds, and levels. Able to contribute within a team environment. Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback. Work collaboratively with internal and external customers and suppliers.
		Personal Effectiveness – managing self	
		Awareness of self and others	Able to reflect on own performance, identifying and acting on learning and development needs. Ability to understand impact on others. Can manage stress and personal well-being, and confident in knowing core values and drivers.
		Management of Self	Able to create personal development plan and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.
		Decision Making	Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis, and evaluation to support decision making.
		Behaviours: What is required	

	Takes responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and determination when managing difficult situations. Seeks new opportunities underpinned by commercial acumen and sound judgement.
	Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity internally and externally.
	Agile	Flexible to the needs of the organisation. Is creative, innovative, and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working and new management theories.
	Professionalism	Sets an example, and is ethical, fair, consistent, and impartial. Operates within organisational values and adheres to the requirements of relevant professional bodies.
14. Apprenticeship standard	Chartered Manager (Degree): Chartered manager (degree) / Institute for Apprenticeships and Technical Education Non-integrated degree apprenticeship, i.e.: End Point Assessment follows after the conclusion of the degree.	

15. Professional, Statutory, & Regulatory Bodies (PSRBs)	The programme is accredited by the following PSRB: • Chartered Management Institute (CMI) – completion of EPA with CMI leads to Chartered Manager status. Completion of BSc (Hons) leads to Level 5 Diploma Other professional body links include: • Skills for Care – Endorsement • Skills for Health - Quality Mark • The Institute for Health and Social Care Management (IHSCM) - Membership partnership • Business Graduates Association (BGA) - Institutional member

16. Programme aims

The Arden University CMDA programme aims to provide a unique, inter-disciplinary and integrative educational programme. It is for individuals seeking to develop and consolidate their managerial achievements in the health and care sectors to become more effective managers, while delivering a professional pathway to Chartered Manager status.

In particular, the purpose of the apprenticeship is to provide learners with:

- The opportunity to demonstrate competence and professional growth, benchmarked against the Knowledge, Skills and Behaviours from the Chartered Manager Degree Apprenticeship Standard.
- A sound platform from which to successfully progress to Apprenticeship End Point Assessment
- A detailed understanding of and responsiveness to change, considering the future of the environments in which they operate.
- The essential employability skills and tools to be effective ethical practitioners and leaders.
- The opportunity to create and take ownership of a detailed work-based project, relating to a management issue in a health and care setting.
- A stimulating and flexible online learning environment, which is based upon the values of openness, ownership, and professional development.

The degree programme and modules are scaffolded by the Apprenticeship Standard, exposing learners to current thinking and practice across a wide range of interconnected management disciplines, delivered using a cross-cutting approach. This aims to support learners to:

- Develop an ability to critically discuss and analyse the approaches to management theory, health and care policy, practice and research underpinning effective healthcare service planning and delivery.
- Apply leadership, management and business knowledge, skills and attributes to complex healthcare issues affecting multicultural communities.
- Develop knowledge and appreciation of the factors that drive local, national, and global health service management and how these impact service delivery, leadership, and collaboration.

- Assess core healthcare skills and attributes required to effectively operate in individual practices as well as within multidisciplinary teams.

The programme aims will be achieved through the following programme-level outcomes. That is, learners completing the programme should be able to:

1. Recognise the role of policy, management theory and evidence-based in supporting decision making by health and care practitioners delivering outcome-based care.
2. Evaluate how leadership approaches, theories, tools, and models are used in a variety of health and care contexts to support effective service planning and implementation.
3. Assess the skills necessary to operate as an effective healthcare manager committed to a set of professional values and can lead and manage meaningful change in service delivery.
4. Analyse the importance of recognising the impact of critical leadership factors such as compassionate care, ethical care and equality and diversity on healthcare provision for multicultural communities.
5. Demonstrate knowledge of evaluation of data, digital skills, assets and technologies to scope, plan, and carry out a project that applies critical management thinking to an organisational issue, problem, or improvement.
6. Evaluate the role of preventive health approaches and interventions in promoting local, national, and/or global health service management.
7. Analyse the importance of resource planning and management in responding to internal and external factors that influence health and care organisations during multidisciplinary teamwork.

17. Programme Entry Requirements

All apprenticeships are subject to standardised apprenticeship entry criteria.

In addition, apprentices enrolling on this degree apprenticeship must meet the following criteria:

• Employed in a job with responsibilities aligned with the apprenticeship standard.
• Have evidence of funding eligibility from their employer.

• Have two subjects at GCE A-level or equivalent, plus three GCSEs at grade A*-C /9-4; OR a completed recognised Access Programme or equivalent.
• Have proficiency in the English language if any prior learning has not previously been taught in English (IELTS6.0 / TOEFL iBT 80 or equivalent).
• Be a UK/EU/EAA resident for at least three years prior to starting the apprenticeship.

At application, prospective applicants complete a skills scan based on the Knowledge, Skills and Behaviours of the apprenticeship standard. This ensures apprentices are enrolling onto the correct programme of study and also underpins any recognition of prior learning. It also informs the apprentice's individual learning plan.

18. Graduate Attributes

GA1.   Discipline Expertise: Knowledge and understanding of chosen field
Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

GA2.   Effective Communication
Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

GA3.   Responsible Global Citizenship
Students will understand global issues and their place in a globalised economy, ethical decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

GA4.   Professional Skills
Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

GA5. Reflective Practitioner
Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

GA6. Lifelong Learning
Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

19. **Learning, teaching and assessment methods and strategies**

Context
The programme uses a mixture of teaching and learning approaches that engage learners to think critically about health and care services, management theory, evidence-based practice, and how these inform service planning, implementation and monitoring for efficiency and quality.

Learning and Teaching
Learning and teaching on the programme is supported by a set of activities, resources and digital assets to develop a range of knowledge and skillset for work in health and care management. This includes organisations working nationally and globally. The activities range from collaborative health and care content exploration, group discussions, peer learning, discussion forum engagement, webinars to the use of data analysis tools. These tools are used to collate data that meaning could be derived from to support decision-making.

Teaching on the programme is planned with practice learning and the use of theoretical knowledge to explore different practice contexts in mind. This ensures there are opportunities for the transfer of knowledge from the classroom into the health and care workplace. The classroom (both synchronous and asynchronous) will be a space where scaffolded and innovative activities designed to embed realworld contemporary case studies and knowledge check tasks are critically explored to stretch

learners. To foster the sharing of prior experiential learning and experiences, programme activities are also designed to encourage critical introspections on practice.

Teaching will, therefore, be learner-led with learners encouraged to take ownership of their learning. This complements the support provided by the academic team. For example, lecturer-led seminars, presentations and formative/summative feedback (i.e., both formal and informal).

Assessment

In line with the apprenticeship standard, the assessment strategy centres on a strong alignment with real world organisational practice and embraces a range of assessment methods including work related products, presentations, portfolios, reflections and report writing.

Learners are expected to apply knowledge and theory explored in the modules and produce assessments that simultaneously focus on real situations in their respective organisations while indicating the requisite levels of academic rigour required at Levels 4, 5 and 6. As such, and while all learners work to the same degree assessment briefs, the opportunity for individually contextualised work-based assessment is well recognised, which will also enable the systematic evidencing of the apprenticeship knowledge, skills and behaviours.

Assessments are designed to maximise the opportunities learners are afforded to link concepts learnt in modules to management practice. They are also designed to support constructive alignment. What this means is that assessments are not only explicitly linked to health and care practice and management especially, but the content covered in modules and overall module and programme-level learning outcomes. The following are examples of assessments supported by the programme:

- Essay and personal development plan (PDP)
- Presentations
- Digital badges
- Reflection on practice
- Analysis report
- Podcast
- Resource for 'Care Quality Commission' (CQC) inspection
- Planned learning session

Finally, following the taught core modules, learners submit a 'management project report'. This is submitted after a period of engagement and support by an allocated project supervisor. The project report brings together knowledge, skills and attributes learnt across all the taught modules of the programme. What makes it unique is that it is an independent piece of work or service review from an insider perspective.

The allocated supervisor will discuss the appropriateness of project ideas, intentions and associated ethical considerations learners should reflect on. This is important to consider specifically where primary data collection is required. The feedback in such cases will then determine if there is a need for a learner to rescope their study given ethical, time and resource constraint considerations.

Apprenticeship E-Portfolio
Our e-portfolio system, BUD, will run alongside the programme to enable learners to compile their portfolio of work-based evidence, required by the apprenticeship and to be submitted at End Point Assessment. The portfolio includes contextualisation and reflection, and the execution of a work-based project.

Progressing Through the Programme
Learners must pass sufficient module credits to progress from one level of study to the next, in line with rules set out in the Arden Regulatory Framework (see: Arden University | Regulatory Framework).

If a learner takes an approved Break in Learning, at the point that the learner returns to their studies, we will enrol them on the next appropriate and available module, based on their progression through the programme to date. If there is not a suitable module available for the learner to join, whilst they wait for a module to become available in the study calendar, they will nonetheless be able to resume their studies by continuing to make progress towards achievement of the KSBs and developing their e-portfolio.

End Point Assessment

The CMDA End Point Assessment (EPA) is not undertaken by Arden University, but by an external, independent EPAO (End Point Assessment Organisation). The Chartered Management Institute (CMI) is the recommended EPAO for this programme.

The CMDA Gateway requirements are:

- The employer must be content that the learner is working at or above the level of the occupational standard.
- Achieve English and mathematics Level 2.
- Achieve degree.
- Submit a portfolio of evidence.

Complete work-based project.

End Point Assessment consists of:

- Assessment method 1: Paper review of Portfolio & work based project
- Assessment method 2: Live Assessment Day with a panel as: ○ Project Presentation (15 mins) ○ Project Q & A (15 mins) ○ Competency Based Interview (45 mins)

Learners are supported via their coach to prepare for End Point Assessment, via clinics, opportunities to practice presentations and mock interviews.

20. Methods and strategies for the management and oversight of the apprenticeship elements of this programme

- **Knowledge, Skills and Behaviours (KSBs**): The KSBs are mapped into each module (see Section 23). This demonstrate where each KSB will be taught and assessed. The assessment of the KSBs organically presents evidence for the learner's portfolio. The long thin professional practice and management project modules present a further opportunity for the generation of evidence against the KSBs, which will be more individualised to each learner .

- **Portfolio and E-Portfolio System:** The apprenticeship will be assessed, in part, by a portfolio of evidence. This evidences how the learner has met the requirements of the Individual Learning Plan and the apprenticeship standard, which lists all the required KSB outcomes. Learners will have access to Arden's online E-portfolio system (BUD) to help build the portfolio.

- **Evidence gathering (BUD activities):** BUD activities will be reduced to solely evidencing a percentage of the KSBs by set programme milestones. For example, 10% of KSBs must be evidenced by the end of module 1, with a further 10% evidenced by the end of module 2, and so on. This allows for a guided, yet individualised programme. Coaches will highlight the KSBs mapped to each module, yet if the learner's role prevents them from generating robust, current, valid and reliable evidence against these KSBs at that point in the programme, the learner will work with their coach to agree which KSBs to focus on by each milestone. This cyclic process then continues, organically developing a clear plan of which KSBs to target throughout duration of the programme. 100% of the KSBs will be evidenced in preparation for Gateway. Evidence will be generated in a number of ways:
    - Via the completion of degree assignments (where KSB mapping has taken place).
    - Via coach led activity (via the production of work-based product evidence).
    - Via the learner's self-directed on the job learning and development (via the production of work based produce evidence).

- **Off the Job Time:** Learners receive off the job training throughout the duration of the programme, during their paid hours, for the purpose of achieving their apprenticeship. As such, the programme is scheduled to allow learners to study alongside work commitments, with employer support. Each learner is provided with a Learner Plan which details all synchronous teaching sessions, activity submission deadlines and milestones from induction through to the final Gateway meeting and End Point Assessment. The e-portfolio system (BUD) records all off the job activities, and the Coaches meet with the learners to ensure that all activities are completed by the submission date.

- **Coaching:** At the start of the programme each learner is assigned a Coach, who will provide support throughout the duration of the programme. The Coach will support with the E-Portfolio, building evidence against the KSBs and preparing for End Point Assessment. Coaches meet with learners

regularly throughout the programme to review progress, discuss stretch and challenge activities and provide pastoral support as required.

- **Employer Support & Liaison**: Once per quarter, employers join coaching meetings to review the learner's performance on the apprenticeship and address any areas of concern the employer may have. This tri-partite meeting also confirms that the learner continues to receive the required off the job time.

- **Fundamental British Values**: We promote Fundamental British Values through academic workshops and masterclasses and via the Coach reviews. These sessions seek to create opportunities for learners to apply their understanding of fundamental British values to relevant situations and contexts, and to encourage learners to respect each other and their differences, including with regard to protected characteristics outlined in the Equality Act 2010.
- **Functional Skills: English and Maths:** To begin the apprenticeship, funding rules require all learners to undertake a Functional Skills Initial Assessment and to subsequently achieve level 2 competencies in English and Maths.
    - o To be eligible for exemptions, learners must submit evidence of relevant qualification certificates (GCSE, AS- or A-levels (or equivalents) in grades A-C in English/English Language/English Literature and Maths) prior to starting the programme.
    - o Those learners who cannot provide certificate evidence must complete diagnostic assessments before starting the programme. They will then complete level 2 Functional Skills qualifications alongside the apprenticeship.
- **Development of English and maths:** The Functional Skills Initial Assessment will act as baseline for all learner from which to develop English and maths skills. This will be enabled in a number of ways:
    - o The starting points will be used by coaches and lecturers to inform the planning of teaching and development activities. o English and maths will be discussed in every coach review meeting, exploring their impact and application in the workplace.
    - o On-programme assessments will have a varied assessment diet, making use of speaking, listening, reading, writing and maths as appropriate to the individual module. o Coaches and lecturers will identify and exploit naturally occurring opportunities which develop learners' skills in speaking and listening, reading and writing and maths.
    - o All Coach and lecturer feedback will highlight spelling, punctuation and grammatical errors.

- **Safeguarding.** Arden University's role in terms of Safeguarding is to:
  - Ensure all staff involved in the delivery of apprenticeship provision, either directly or indirectly, are enhanced DBS checked prior to engaging with the learners .
  - Ensure that the Safeguarding policy in applied to all learning settings. o Ensure that learners s understand the aims of Safeguarding how it protects them and how they can access support.
  - Promote a culture which promotes safeguarding, reducing the potential for harm to be caused or threatened.
  - To work with employers to ensure that they are aware of their obligations, as well as the University's so that learners s are protected in all cases. o To work with employers when concerns are raised, ensuring that outcomes are reached and implemented to protect the learners (s) involved.
  - Be available for learners s to ensure they feel they can always raise concerns that they have.
  - Ensure that any external speakers are approved.
- **Prevent.** The University's role is to:
  - Ensure that all colleague are aware of the Prevent duty and the obligations they are required to meet to enable this. o Have rigorous processes and procedures to ensure that they meet statutory requirements and government guidance.
  - Provide clear channels for learners s to discuss and raise concerns, so that these can be considered in a non-discriminatory, open environment.
  - Ensure prompt response to any concerns raised.

21. 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 learner, will be able to: *(No more than 10 programme learning outcomes are permitted per programme.)*		
1. Recognise the role of policy, management theory and evidence-based in supporting decision-making by health and care practitioners delivering outcome-based care.	Policies have a critical impact on health and care organisations and the business and regulatory environments in which they are situated. These often drive policy decisions at an organisational level. Therefore, understanding its significance and management theory in shaping decision-making is important for health care managers. Modules across levels 4-6 will cover these at varying degrees and provide lesson activities that assess the knowledge of learners. Furthermore, the use of evidence-based approaches grounded in research and scholarly work will be a key part of modules across each of the levels of study. These will be scaffolded to ensure learners, after initially building foundational knowledge in their principles of professional practice, will be able to see it in application in other levels of study. The same theme is observed at level 5, where the Evidence Based Practice provide further opportunities to enhance learners understanding of the place of evidence-based in supporting leadership decision making. At level 6, modules such as Health Analytics, Coaching and Leadership and the management project consolidate this further.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Principles of professional practice - Evidence based practice - Total Quality Management - Health Analytics and Planning - Management Project

2. Evaluate how leadership approaches, theories, tools, and models are used in a variety of health and care contexts to support effective service planning and implementation.	Leadership and management theories, tools and models such as compassionate leadership are explored in modules across each of the levels to help learners appreciate how the leadership and followership perspective shapes health and care service planning and implementation to meet the needs of local populations. Emphasis is on outcome-based or person-centred care goals and the models that underpin this. At level 4 the Communication and Interprofessional Collaboration and Inclusive, Rights-based Safeguarding in Health & Care and Meeting the Needs of Service User modules lay the foundations for which the digital health leadership and Compassionate Leadership modules consolidate.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Communication and Interprofessional Collaboration - Inclusive, Rights-based Safeguarding in Health & Care - Meeting the Needs of Service User - Compassionate Leadership

3. Assess the skills necessary to operate as an effective healthcare manager committed to a set of professional values and can lead and manage meaningful change in service delivery	There will be opportunities for learners to critically reflect on their practices and case study organisations to draw out key learning to drive improvements and innovations in their practices and healthcare management in general. The emphasis in the modules that cover this outcome will be on principles of practice, values, competencies and graduate attribute(s) that underpin work in health and care settings. Achievement will therefore be demonstrated, across most of the modules (as set graduate attributes), at different levels of the programme but most especially the following:, Communication and Interprofessional Collaboration, , Coaching and Leadership, Total Quality Management in Health and Care among others. While the depth and level of coverage will differ across the modules, the content of the different modules will work to complement each other in a way that makes the learning output from each module and its contribution to the overall programme outcome clear for learners.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Principles of Professional Practice - Communication and Interprofessional Collaboration - - Coaching and Leadership - Total Quality Management

4. Analyse the importance of recognising the impact of critical leadership factors such as compassionate care, ethical care and equality and diversity on healthcare provision for multicultural communities	Leadership and followership culture that fosters responsive health and care services which value the principles of support for working in health and social care will be promoted through the theoretical knowledge that will be explored in modules across the programme. These will particularly be explicit in modules situated in leadership and management of service delivery (e.g., Inclusive, Rights-based Safeguarding in Health & Care, Digital Health Leadership, and Project Management). The recognition of equality, diversity and inclusion in care provision as a driver for setting the agenda for promoting health and care that responds to the needs of communities will be explored in a way that speaks to multicultural communities. Learners will demonstrate outcomes achievement by engaging with all lessons and completing knowledge check activities. In addition, participate in synchronous and asynchronous tasks designed to support a deeper understanding of linkages between module outcome achievement and achievement of programme aims.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Inclusive, Rights-based Safeguarding in Health & Care - Digital Health Leadership - Project Management
5. Demonstrate knowledge of evaluation of data, digital skills, assets and technologies to scope, plan, and carry out a project that applies critical management thinking to an organisational issue, problem, or improvement.	Achievement of this outcome will be demonstrated by a learners ability to use various datasets as well as digital skills and technologies creatively to deduce conclusions and/or proffer or formulate innovative, contextually relevant solutions to issues of health and care practice relevance. Knowledge and understanding will be measured ('formatively and summatively') through practical and professional skills demonstration and feedback to real-life situations explored in class, introspections on practice, group exercises, and practical activities. Specific modules which embed and explicitly demonstrate the level of achievement include Management Project, Digital Health Leadership, Evidence Based Practice and Health Analytics and Planning.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Evidence Based Practice - Digital Health Leadership - Health Analytics and Planning - Management Project -

6. Evaluate the role of preventive health approaches and interventions in promoting local, national, and/or global health service management	Achievement of this outcome by learners will be evidenced by a showcasing of knowledge and understanding of the role and importance of, for example, social and demographic factors on health outcomes. These factors usually serve as predictors for health outcomes and usually inform the planning and management of tailored health services at a local community, national and international level. Coursework submitted by learners is expected to demonstrate an understanding of the application of models and theories in designing or evaluating preventive health interventions designed to improve individual and/or community health. Formative and summative activities designed around, for example, a service intervention or review or data driven public health solutions will inform module outputs to help draw out the skills attributes developed.	The coursework assessment in the following modules is designed to provide the opportunity for demonstration of this programme learning outcome: - Independent regulation of health and care in the UK - Health Analytics and Planning

7. Analyse the importance of resource planning and management in responding to internal and external factors that influence health and care organisations during multidisciplinary teamwork	learners will be signposted (across the programme as a whole) to and supported to recognise the requisite intellectual and resource management skills embedded in set graduate competencies such as those supported by modules like fundamentals of finance.. The graduate competencies, which are core attributes for 21st-century health and care managers include planning and budgeting skills, resource planning for team working, managing key performance indicators (KPIs) and project deliverables. Achievement will be demonstrated by learners showing an in-depth awareness of the environment within which health and care services are delivered and the material and human resource needs that make it possible for services to operate efficiently. This will be through synchronous and asynchronous knowledge check and formative feedback tasks. There will be a recognition in assessing achievement of this outcome that resources are scarce and an awareness of their centrality to service provision and sustainability is key to responsive services. Such services have at heart - integrated service provision, collaboration and pooled resources.	The assessment in the following modules are designed to provide the opportunity for demonstration of this programme learning outcome: - Advanced Professional Practice - - Fundamentals of Health and Care Finance - - Project Management

22. Summary of modules and mapped programme learning outcomes for the BSc (Hons) Health and Care Programmes (including CMDA)

Level	Module title	Module type Compulsory (C) or Optional (O)	Identified pinned modules	LO 1	LO 2	LO 3	LO4	LO 5	LO 6	LO7	GA1	GA2	GA3	GA4	GA5	GA6
4	**Principles of Professional Practice**	(C)		X	X	X	X									X
4	**Meeting the Needs of Service Users**	(C)		X	X	X	X							X		
4																
4	**Communication & Interprofessional Collaboration**	(C)			X	X								X		
4	**Inclusive, Rights-based Safeguarding in Health & Care (CMDA Pathway)**	(C)		X	X	X					X					
4	**Independent Regulation of Health & Care in the UK (CMDA Pathway)**	(C for Apprenticeship)		X		X	X							X		

Level	Module	Status												
5	**Advanced Professional Practice**	(C for Apprenticeship)		X	X	X			X	X				
5	**Fundamentals of Health & Care Finance**	(C)					X		X				X	
5	**Digital Health Leadership**	(C)		X	X		X				X			
5	**Compassionate Leadership (CMDA Pathway)**	(C for Apprenticeship)		X	X	X				X				
5	**Evidence Based Practice**	(C)	X		X		X						X	
6	**Health Analytics and Planning**	(C)			X		X	X	X		X			
6	**Total Quality Management in Health & Care**	(C)	X	X	X								X	
6	**Project Management**	(C)		X	X		X		X	X				
6	**Coaching and Leadership (CMDA Pathway)**	(C for Apprenticeship)		X	X							X		
6	**Management Project**	(C)	X	X	X		X		X		X			X

24. Summary table of exit awards

BSc. (Ordinary) in Health and Care Management To be awarded the BSc. (Ordinary) in Health and Care Management, learners must complete a total of 320 credits. The 320 credits will be a cumulative total of all core modules from levels 4, 5 and 6 except for the 40 credits Management Project module. Achieving a BSc (Ordinary) will potentially impact the level of CMI qualification you achieve. This is because CMI awards also map over to the Final Project module.
Diploma of Higher Education (Dip. HE) To be awarded the Dip. HE. in Health and Care Management, learners must complete 240 credits up to Level 5. That is, complete and achieve a pass in all of the core L4 and L5 modules.
Certificate of Higher Education (Cert. HE) To be awarded the Cert. HE in Health and Care Management, learners must complete 120 credits at level 4. That is, complete and achieve a pass in all of the core L4 modules.

25. Summary of modules and mapped Apprenticeship Standards and Knowledge, Skills & Behaviours to proposed programme

Level	Module	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	K	S	B	B	B	B
		Operational Strategy	Operational Strategy	Project Management	Project Management	Business Finance	Business Finance	Sales and Marketing	Sales and Marketing	Communication	Communication	Leading People	Leading People	Developing Collaborative Relationships	Developing Collaborative Relationships	Awareness of Self and Others	Awareness of Self and Others	Management of Self	Management of Self	Managing People	Managing People	Digital business and new Tech	Digital business and new Tech	Decision Making	Decision Making	Takes Responsibility	Inclusive	Agile	Professionalism
4	Principles of professional practice			X	X	X				X	X				X			X	X					X	X	X		X	
4	Meeting the needs of Service Users		X	X				X	X	X	X			X	X		X			X	X	X	X	X	X	X	X	X	X
4	Communication and interprofessional collaboration	X	X	X	X		X	X	X	X	X	X	X	X	X		X			X	X			X	X			X	X
4	Inclusive rights based safeguarding		X							X	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X	

Level	Module	Operational Strategy (K)	Operational Strategy (S)	Project Management (K)	Project Management (S)	Business Finance (K)	Business Finance (S)	Sales and Marketing (K)	Sales and Marketing (S)	Communication (K)	Communication (S)	Leading People (K)	Leading People (S)	Developing Collaborative Relationships (K)	Developing Collaborative Relationships (S)	Awareness of Self and Others (K)	Awareness of Self and Others (S)	Management of Self (K)	Management of Self (S)	Managing People (K)	Managing People (S)	Digital business and new Tech (K)	Digital business and new Tech (S)	Decision Making (K)	Decision Making (S)	Takes Responsibility (B)	Inclusive (B)	Agile (B)	Professionalism (B)
4	Independent regulation of health and care	X	X	X		X	X			X	X	X	X	X	X		X			X	X	X	X	X	X	X	X		X
5	Fundamentals of Finance	X	X	X		X	X	X														X	X	X	X				
5	Advanced professional practice	X	X	X				X	X	X		X	X	X	X					X	X			X	X				
5	Digital Health	X	X	X				X	X	X	X			X	X							X	X	X	X			X	
5	Evidence based practice	X		X				X		X	X	X		X				X	X	X	X			X	X				
5	Compassionate Leadership	X	X							X	X	X	X	X	X	X	X	X	X	X	X						X		X
6	Total Quality Management	X	X	X	X			X	X		X	X	X	X				X				X	X	X	X	X	X		X
6	Health Analytics	X	X	X	X			X		X	X											X	X	X	X			X	

6	Project Management	X	X	X	X	X	X			X	X		X	X		X			X	X	X	X	X	X	X		X	X
6	Coaching & Leadership		X					X	X	X	X	X	X	X	X	X	X	X	X							X		X
6	Management Project	X	X	X	X					X	X			X					X	X	X	X	X		X	X		

26. End Point Assessment

The CMDA is not an Integrated Degree Apprenticeship Programme and as such the End Point Assessment (EPA) is not undertaken by Arden University, but by an external independent EPA Organisation (EPAO). The CMI is the recommended EPAO for this programme.

CMDA EPA consists of:

Gateway requirement	EPA method 1	EPA method 2
• Achieve English and mathematics Level 2 • Achieve degree • Submit a portfolio of evidence • Completed work-based management project	• Paper review of Portfolio & work based project	Live Assessment Day with a panel as – • Project Presentation (15 mins) • Project Q & A (15 mins) • CBI (45 mins)