



Level 7

**Postgraduate Diploma in
Health and Social Care
Management**

8 Modules 120 Credits

**Qualification
Specification**

QUALIFICATION RATIONALE

Level 7 Postgraduate Diploma in Health and Social Care Management is designed to enable learners to develop

- A sound understanding of policy,
- Management theory, and
- Practice in health and social care.

It provides learners with an opportunity to engage with the challenges facing professionals, services users and policy makers in the United Kingdom today.

Postgraduate Diploma in Health and Social Care Management will create knowledge in candidates so that they can work as an effective manager in hospital or health / social care industry. It combines both theoretical and practical knowledge in health and social care profession.

AIMS AND OBJECTIVES

Business Leaders cannot longer afford to continue doing business without critical skills necessary for success. The primary aim of this programme is to develop a range of appropriate knowledge, values, skills and competencies sufficient to enable you to operate and manage effectively within domestic and international markets.

The programme will develop and enhance knowledge and skills in the areas of leading change, effective performance, planning and accountability, development and team leadership. Candidate will be able to work as an effective Health care administrator or manager.

This programme covers a wide range of modern issues and develops the critical, analytical and technical skills needed by senior management staff. Moreover, this postgraduate diploma offers and provides careers related guidance and support to postgraduate students which are

- Positive, constructive and helpful
- Practical
- Realistic
- Impartial and client centred

At the end of the course, a graduate is expected to be able to:

- Develop managerial skills to manage quality in health and social care sector.
- Demonstrate an understanding of the health and social care organisations and their management system.
- Manage budget and perform financial analysis to the health and social care organisations for effective decision making.
- Manage complex issues in the organisation to improve management practice.

- Perform environmental analysis for strategic marketing decision making to implement strategy.
- Manage team performance for the quality of service delivery in health and social care organisation.
- Understand advanced economic literature on the demand and supply of health care.
- Critically review the role of agencies and health care organisations in the promotion of health programmes globally.
- Understand strategic human resource techniques and tools to manage employees' performance.
- Create an understanding to identify research question and to apply advanced research techniques and tools to create new literature on health and social care sector.

COURSE STRUCTURE

The overall structure of the course is based on 9 mandatory modules that cover a number of topics relating to learning outcomes. Each unit has the equivalency of 15 credits. Learners will be invited to attend lectures and workshops that will introduce the subject matter.

Learners must complete all units successfully and achieve 135 credits before the Diploma can be issued. Total Qualification Time (TQT) to complete the full qualification is 1350 hours. While, Guided Learning Hours (GLH) refers to the amount of study undertaken by learners under the direction of their tutors and it includes tutorials, seminars, workshops, directed research, project or assignment.

It is expected that a learner will need to complete following TQT against each unit to complete the full Level 7 Postgraduate Diploma in Health and Social Care Management.

Unit Code	Unit Title	TQT	Credits
HS1450	Managing Service Delivery in Health and Social Care	150	15
HS1462	Managing Finance in Health and Social Care	150	15
HS1783	Managing Enterprise in Health and Social Care	150	15
HS1785	Strategic Marketing for Health and Social Care Organisation	150	15
HS1789	The Economics of Health Care	150	15
HS1963	Strategic Management and Change	150	15
BA3037	Research Methods for Managers	150	15
HS9814	Managing Quality through Human Resource Management	150	15
MP9061	Strategic Project Management for Managers	150	15

ENTRY REQUIREMENT

This Qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualification will be through centre interview and the candidates will be expected to hold the following:

- Learners who possess Qualifications at Level 6 and/or;
- Learners who have work experience in the business sector and demonstrate ambition with clear career goals;

In certain circumstances, students with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

Postgraduate level Descriptor

Knowledge (where the learner can)	Understand different theoretical and methodological perspectives and how they affect the area of study or work. Demonstrate an understanding of specialised knowledge on the basis of original thinking and/or research and/or critically analyse, interpret and evaluate complex information, concepts, ideas and theories to produce modified conceptions.
Skills (where the learner can)	Be critical, innovative and highly specialised in problem solving skills to develop new knowledge and procedures and to integrate knowledge from different fields
Competence (where the learner can)	Be highly specialised in management techniques, tools, tasks, processes and approaches and capable of leading and managing complex, unpredictable data and information, where relevant, proficient to manage for the work and roles of others.

ASSESSMENT

- The methods for assessing student performance can be broadly summarised under coursework by following instructions for coursework. Both categories of assessment tool have particular functions within the learning experience of students and can be used to evaluate different aspects of learning outcomes.
- Learners are required to develop an assignment of each unit minimum 1500 words in length. Assignments are important part of learners' work at the Centre. There are strict rules about:-
 - **plagiarism** – using another person's words out of a book/ journal article/ conversation/ lecture without formally acknowledging it,
 - **referencing** - how to reference and refer to another person's work in your written work so you avoid plagiarism,
 - **word length** of essays and reports,
 - **Presentation and style** of a report, including the style of language used, and
 - Learners are required to sign a **declaration of authentication** to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged.
- All learning outcomes must be assessed using assignment appropriate to the assessment of knowledge, understanding and skills. The Qualifications within this suite are vocational because they support a Learner's career progression. Assessments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area
- There must be valid, sufficient, and authentic evidence of all the assessment criteria.
- Submitted assignments should be marked by an assessor. In order to pass a unit, a learner must achieve 50% marks in each assignment.
- Assessors must plan, gather and then assess learner's evidence according to Postgraduate level descriptors' requirements and on the basis of Pass/Fail criteria. These should be made available for internal moderation to the centre Internal Quality Assurer (IQA).
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QUALIFICATION SYLLABUS

Level 7 Postgraduate Diploma in Health and Social Care Management is a 135-credit programme comprising nine units. All units in the qualification have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards. Each unit has following sections;

Unit aim

Aim indicates the general direction or orientation of a unit, in terms of its content and sometimes its context within a programme.

Unit level

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements.

Unit code

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units to achieve the qualification.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

The assessment method is often confused with assessment criteria. It is a task that is undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Teaching strategy

Teaching strategy is the support that needs to be given to learners to enable them to achieve the learning outcomes. There is recognition that the learning may be achieved without the involvement of teaching.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for programme of learning and specifies the skills, knowledge and understanding required of the unit.



Unit 01: Managing Service Delivery in Health and Social Care			
Unit Aim	It provides students with knowledge of the theory, concepts, issues and practice of international marketing. It identifies processes, contexts and influences associated with international marketing strategies, develops students' appreciation both of strategies and plans for different economies and of the implications, monitoring and control of the international marketing process.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1450
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to identify awareness and skills for effective managers and leaders in health and social care organisation.		1.1. Identify the classification of management roles within health and social care organisations. 1.2. Analyse SMART (specific, measurable, agreed, Realistic, Timed) approach of an effective manager. 1.3. Identify extent to which managers show leadership within an organisation. 1.4. Identify ways in which managers develop self-confidence to improve the operations of an organisation.	
2. Be able to manage team performance for the quality of service delivery in health and social care.		2.1. Identify the need of training and development in the planning process to improve team performance. 2.2. Develop a training plan based on training needs analysis. 2.3. Identify effective managers' capabilities to deal with poor performance of team member and evaluate the ways to resolve these issues. 2.4. Identify working standards to control the quality of service delivery within an organisation.	
3. Be able to manage projects for the improvement of service delivery within the health and social care organisation.		3.1. Identify phases of planning a project in health and social care sector. 3.2. Identify actions to monitor and the control of project during implementation phase of project. 3.3. Manage the causes of quality problems by analysing the fishbone technique.	
Teaching and Learning Methods			
A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Suggested Reading			
There are a number of texts emerging which are directly relevant to this area and the list below is indicative.			
<ul style="list-style-type: none"> • MARTIN, V., & HENDERSON, E. S. (2001). Managing in health and social care. London, Routledge. • CADWELL, C. M. (2004). Leadership skills for managers. [New York], American 			

Management Association. <http://www.books24x7.com/marc.asp?bookid=11513>.

- BATEMAN, T. S., & SNELL, S. (2012). M: Management. New York, NY., McGraw-Hill Companies.
- Leading Change in Health and Social Care By Vivien Martin
- Successful Project Management in Social Work and Social Care By Gary Spolander, Linda Martin
- Quality Assurance in Healthcare Service Delivery, Nursing, and Personalized Medicine: Technologies and Processes by Athina A. Lazakidou, Andriani Daskalaki IGI Global, 2011



Unit 02: Managing Finance in Health and Social Care			
Unit Aim	Students explore key concepts and frameworks for accounting and finance and learn how to interpret the company's financial reports. Students will also become familiar with financial statements, budgets and data as well as financial and non-financial performance indicators. These highly applicable techniques can be used to drive company success.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1462
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to analyse financial statements		1.1. Identify major financial statements that organisations prepare and provide to stakeholders. 1.2. Conduct a financial analysis to examine liquidity, asset management, solvency, profitability, shareholders and market value ratios for managerial decision-making.	
2. Be able to perform valuation methods for managerial decision making including stock, price and cash flow models		2.1. Calculate a dividend discounted model (DDM) for valuing a stock 2.2. Calculate the value of common stock using the Gordon growth model. 2.3. Calculate the common stock using constant-growth models (CGM) and describe limitations of this model 2.4. Calculate the stock value of a variable growth rate company. 2.5. Assess relative stock values using the P/E ratio model.	
3. Be able to identify the characteristics and estimation of Risk and Return		3.1. Evaluate the total risk of an investment using financial methods. 3.2. Plan investments that take advantage of diversification and its impact on total risk. 3.3. Analyse and apply the Capital Asset Pricing Model (CAPM). 3.4. Calculate beta to measure of market risk.	
4. Be able to identify the importance of working capital policies and management of Short-Term Assets and Liabilities in the health and social care organisation		4.1. Calculate net working capital. 4.2. Identify sources of short-term financing for funding current assets. 4.3. Use the Baumol and Miller-Orr models to determine cash policy. 4.4. Identify sources of float and show how to control float for the firm's disbursement and collection functions.	
Teaching and Learning Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Suggested Reading There are a number of texts emerging which are directly relevant to this area and the list below is			

indicative.

- Resource Management in Health and Social Care: Essential Checklists By William Bryans
- Health Care Policy, Performance and Finance: Strategic Issues in Health Care edited by Huw Davies, Manouche Tavakoli
- Practical Budget Management in Health and Social Care By William Bryans, Steve Field
- Financial Management: Principles and Practice By Sudhindra Bhat



Unit 03: Managing Enterprise in Health and Social Care			
Unit Aim	This unit aims to develop learner knowledge of the processes and behaviours involved in developing enterprise in health and social care administration from various perspectives informed by theory, research and professional practice.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1783
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to develop the idea generation skills in health and social care business.		1.1. Identify the personality attributes, characteristics and motivation of small firm owners and managers. 1.2. Identify skills required to generate new business ideas. 1.3. Use gap analysis to examine potential business ideas 1.4. Assess the elements of opportunity analysis.	
2. Be able to conduct external analysis of new business to gain competitive advantage.		2.1. Assess how to create a profile of the target customers for a new business. 2.2. Identify competitors of the new business using external analysis. 2.3. Construct competitive maps.	
3. Be able to develop an understanding of legal obligations, implication and importance of laws, rules and regulation to Health and social care business.		3.1. Identify how laws, rules, and regulations benefit new businesses. 3.2. Explain the importance of copyrights/trademarks/patents to new health care business. 3.3. Identify the role that insurance plays in the risk portfolio of the new business.	
Teaching and Learning Methods			
A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Suggested Reading			
There are a number of texts emerging which are directly relevant to this area and the list below is indicative.			
<ul style="list-style-type: none"> • OHAM, C., & MACDONALD, D. (2016). Leading and managing a social enterprise in health and social care. [Place of publication not identified], [publisher not identified]. http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1337954. • DREACHSLIN, J. L., GILBERT, M. J., & MALONE, B. (2013). Diversity and cultural competence in health care a systems approach. San Francisco, CA, Jossey-Bass, A Wiley Imprint. http://www.123library.org/book_details/?id=57223. • D'CRUZ, H., JACOBS, S., & SCHOO, A. M. M. (2009). Knowledge-in-practice in the caring professions: multidisciplinary perspectives. Farnham, Ashgate. http://site.ebrary.com/id/10350091. • BARNEY, J. B., & HESTERLY, W. S. (2015). Strategic management and competitive advantage: concepts and cases. • Entrepreneurship: Concepts, Theory and Perspective edited by Álvaro Cuervo, Domingo Ribeiro, Salvador Roig • Health and Social Care ACT 2008 			

- Regulation of health care professionals: regulation of social care By Great Britain: Law Commission



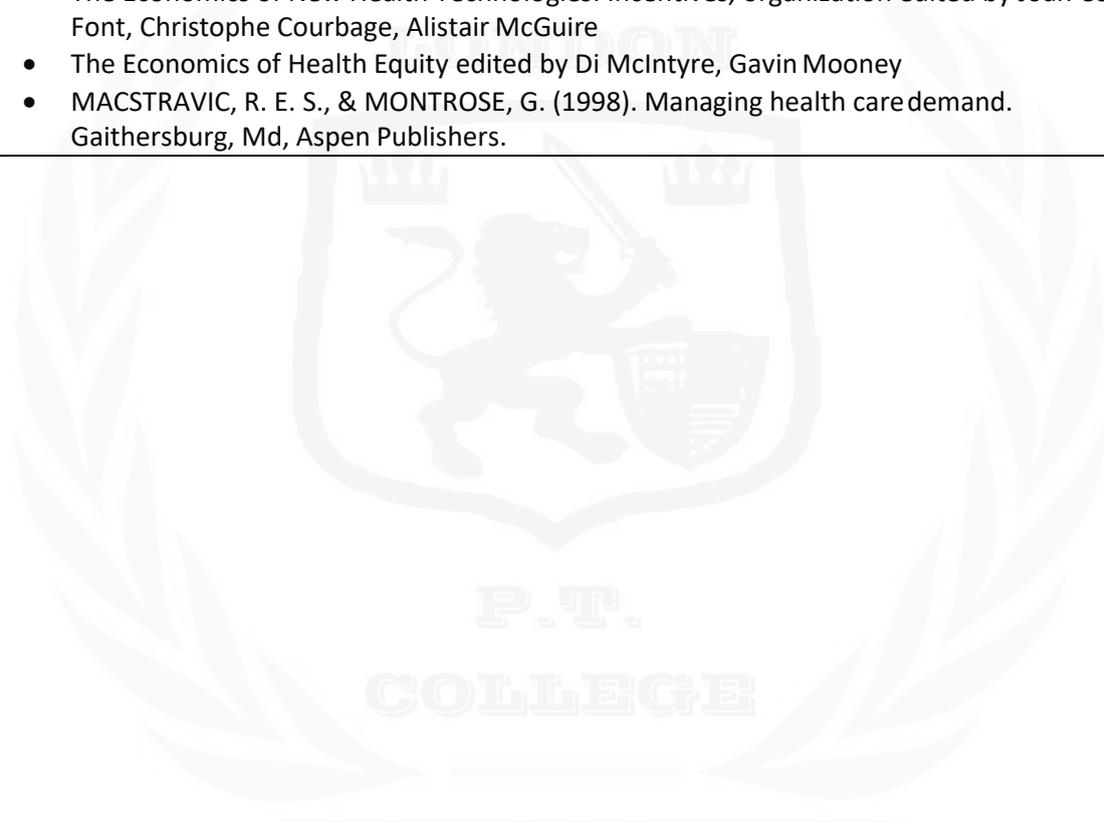
Unit 04: Strategic Marketing for Health and Social Care Organisation			
Unit Aim	This unit aims to develop a strategic marketing focus and link it to the strategy process within in health and social care organisations.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1785
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to develop skills in applying marketing strategy and tactics to the health and social care organisation		1.1. Identify the purpose of marketing planning 1.2. Identify the skills required to develop marketing strategies and plans.	
2. Be able to analyse marketing environment that influence the health and social care organisation		2.1. Analyse how healthcare system changing demographically, economically, socially, culturally, technologically, politically and legally. 2.2. Identify how to analyse the competitor's strategies, objectives, strengths and weaknesses 2.3. Analyse the main factors that tend to increase demand for the health and social care organisation. 2.4. Evaluate main factors and forces that reduce the demand for health care	
3. Be able to identify the process of brand development, pricing, communication and marketing implementation.		3.1. Identify major steps in effectively developing and launching a new product. 3.2. Identify main stages of product life cycle. 3.3. Evaluate steps for setting an initial price for a product or service 3.4. Identify major elements for marketing communication process in health and social care sector 3.5. Identify main steps to implement marketing plans.	
Teaching and Learning Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Suggested Reading There are a number of texts emerging which are directly relevant to this area and the list below is indicative.			
<ul style="list-style-type: none"> • SHALOWITZ, J., STEVENS, R. J., & KOTLER, P. (2013). Strategic marketing for health care organizations: building a customer-driven health system. San Francisco, Calif, Jossey-Bass. http://rbdigital.oneclickdigital.com. • BROWN, M. (1992). Health care marketing management. Gaithersburg, Md, Aspen Publishers. • FINE, D. J., & ZUNIGA, M. A. (2005). Managerial Epidemiology for Health Care Organizations. Wiley. http://www.myilibrary.com?id=120452&ref=toc. • KONGSTVEDT, P. R. (2013). Essentials of managed health care. Burlington, MA, Jones and Bartlett Learning. 			

- CRAVENS, D. W., & PIERCY, N. (2013). Strategic marketing. New York, McGraw-Hill.



Unit 05: The Economics of Health Care			
Unit Aim	The aim of this course is to provide students with an understanding of issues especially microeconomics analysis of health care. Learners will be able to understand principles and applications of the world economy, the cost-benefit literature, welfare economics and public finance, consumer theory and industrial economics. It aims to establish a critical awareness of the integration of theory, data, and analysis in relation to health care economics.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1789
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to identify the sources and measurements of health improvements.		1.1 Analyse different sources of data to identify inputs and outputs in the improvement of health. 1.2 Examine the role of world health organisations in the measurement of health improvements. 1.3 Identify how to measure health improvements.	
2. Be able to apply the advanced economic literature on demand and supply of the health care.		2.1 Identify how to analyse the demand for health care. 2.2 Assess the empirical evidence on supplier-induced demand in health care. 2.3 Analyse the structure of health care sector and the relationship between the structures to identify the supply of the health care.	
3. Be able to understand the cost benefit approach theory and practice for economics appraisals in health.		3.1 Explain human capital approach, public behavioural approach and conventional economic theory for the valuation of human life. 3.2 Explain how economic appraisal builds on epidemiological evaluation and clinical trials. 3.3 Calculate the rate of discount when comparing treatment and prevention. 3.4 Use sensitivity analysis as a technique to deal with uncertainty in assumptions, estimates and possibilities and lack of data for the economic appraisals in health. 3.5 Explain various stages of applied economic appraisal by illustrating the literature on health care resource allocation.	
4. Be able to identify the recent trends in healthcare expenditures.		4.1 Identify the role of health care organisations as an economic agent in health care sector. 4.2 Assess how health care organisations respond to an increase in demand by raising price. 4.3 Identify the trends in expenditures on	

	health in terms of proportions of Gross Domestic product (GDP).
Teaching and Learning Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.	
Suggested Reading There are a number of texts emerging which are directly relevant to this area and the list below is indicative. <ul style="list-style-type: none">• The Economics of Health and Health Care: Pearson International Edition By Sherman Folland, Allen Charles Goodman, Miron Stano• Economics of Health and Medical Care By Lanis Hicks• The Economics of Health Care in Asia-Pacific Countries edited by Teh-wei Hu, Chee-Ruey Hsieh• The Economics of New Health Technologies: Incentives, organization edited by Joan Costa-Font, Christophe Courbage, Alistair McGuire• The Economics of Health Equity edited by Di McIntyre, Gavin Mooney• MACSTRAVIC, R. E. S., & MONTROSE, G. (1998). Managing health care demand. Gaithersburg, Md, Aspen Publishers.	



Unit 06: Strategic Management and Change			
Unit Aim	Health care has continued to experience significant environmental change including technological breakthroughs in gene research and therapy and bioengineering, economic and competitive pressure that have altered the industry. This unit aims to explore strategic management tools to manage healthcare organisations in dynamic and changing environment.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS1963
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to identify various aspects of management in the health and social care organisation.		1.1. Explain why strategic management has become crucial in today's dynamic health care and social care environment 1.2. Identify the roles of leadership in the in setting the organisational strategy.	
2. Be able to conduct an analysis of the general and industry external environments and internal environments for health and social care organisation.		2.1. Identify the significance of the external environmental analysis 2.2. Analyse how competitively relevant strengths and weaknesses can be used to suggest appropriate strategic actions	
3. Be able to develop strategic and business plans for health and social care organisation.		3.1. Identify best strategic choice after strategic analysis to implement strategy 3.2. Develop a business plan based on current market situations 3.3. Implement the best strategic choice that is suitable for present environment of and social care organisation.	
Teaching and Learning Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Suggested Reading There are a number of texts emerging which are directly relevant to this area and the list below is indicative.			
<ul style="list-style-type: none"> • SCRAGG, T. (2010). Managing change in health and social care services. Brighton, Pavilion Publishing (Brighton) Ltd. • SCRAGG, T. (2010). Managing Change in Health and Social Care Services. Brighton & Hove, Pavilion Publishing. http://public.eblib.com/choice/publicfullrecord.aspx?p=1623399. • SALTMAN, R. B., BANKAUSKAITE, V., & VRANGBÆK, K. (2007). Decentralization in health care: strategies and outcomes. Maidenhead, Berkshire, England, McGraw Hill. http://public.eblib.com/choice/publicfullrecord.aspx?p=316321 • SIMONS, T., LEROY, H., & SAVAGE, G. T. (2013). Leading in Health Care Organizations: Improving Safety, Satisfaction, and Financial Performance. http://public.eblib.com/choice/publicfullrecord.aspx?p=1341909. 			

Unit 07: Research Methods for Managers			
Unit Aim	This unit deals with principles of research including formulations of research questions, hypothesis and objectives. The unit will cover literature reviews, referencing, data collection using interviews and surveys, questionnaire design, statistical analysing using SPSS and developing statistical modules, qualitative data analysis inferences and conclusions from the analysed data. Analysis include factor analysis, regression analysis, discriminates analysis and logistic regression using SPSS.		
Level	7	Credit Value	15
GLH	40	Unit Number	BA3037
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to develop a critical understanding of the different assumptions underlying research into the social sciences and the nature and status of research methodology.		1.1. Identify a research question. 1.2. Describe the process of social research. 1.3. Explain the criteria and limitation of research design. 1.4. Assess the criteria for reliability and validity for the measurement of research data. 1.5. Explain the features of good research design.	
2. An overview of the different debates and issues underlying the research process and how this relates to the specific methods they may select to conduct a study		2.1. Identify the relationship between philosophy and methodology within research texts. 2.2. Explicate the qualitative-quantitative debate of social science research. 2.3. Explore the nature of pluralism in research methodology. 2.4. Describe the qualitative approach to research design. 2.5. Describe the quantitative approach to research design. 2.6. Apply suitable approach to design research proposal.	
3. Be able to review the collection, presentation and analysis of data to complete research project.		3.1. Perform literature review. 3.2. Create a sample of data from the findings. 3.3. Apply the suitable methods and statistical techniques to analyse data. 3.4. Present data and information from findings in suitable format to produce results. 3.5. Draw conclusions and recommendations from research findings	
4. Appreciate the quality issues associated with data handling		4.1. Explain the ethical issues of data handling. 4.2. Present guidelines for handling missing data while conducting research. 4.3. Critically review the importance of referencing system while recording data. 4.4. Investigate challenges and responses of handling social science data.	

Teaching methods

A variety of methods will be employed in order to facilitate student learning. These may include tutor-led lectures, practical sessions, talks by visiting speakers and small group exercises and discussion as well as formal presentations. The emphasis is on learning (as opposed to teaching), so opportunity will be provided for peer learning by encouraging the interchange of information and knowledge between students and thus student interaction and participation is strongly encouraged.

Links with the rest of the programme

This course is an integral part of the diploma programme. It is designed to equip students with the skills and knowledge to undertake an independent and original research project in an informed and rigorous manner.

Course Topics

Topics that will be covered in this course are outlined below. A more detailed teaching plan will be provided at the start of the semester.

- Issues relevant to the conduct of management research
- The philosophy of research design
- Reviewing literature critically
- Qualitative research, data collection methods and the analysis of qualitative data
- Quantitative research, data collection methods and the analysis of quantitative data
- Conducting literature searches

Assessment

Students are required to submit two assignments. The first will be a critical review of an academic article, while the second will be a research proposal which should provide the basis for the practical project and dissertation. Details of assignments, and dates for submission, will be discussed at the start of the course by tutor.

Required Reading

There are a number of useful general texts on Research Methods, including:

Bryman, A. (2008), *Social Research Methods*, (3rd ed), Oxford University Press.

Bryman, A. and Bell, E. (2007), *Business Research Methods*, (2nd ed) Oxford University Press.

Easterby-Smith, M., Thorpe, R. and Jackson, P. R. (2008), *Management Research*, (3rd ed), Sage Publications.

Fisher, C. (2004) *Researching and Writing a Dissertation for Business Students*, FT Prentice Hall

Saunders, M.N.K., Lewis, P and Thornhill, A. (2007), *Research Methods for Business*

Students, (4th edit), FT Prentice Hall.

Unit 08: Managing Quality through Human Resource Management			
Unit Aim	Health and social care organisations today face unprecedented challenges. These challenges are obliging organisations to redesign their internal structures and policies. New people management strategies are at the centre of these organisational changes. This course examines the character of these people management strategies in modern organisations.		
Level	7	Credit Value	15
GLH	40	Unit Number	HS9814
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to identify issues, structures, employees planning and resourcing within health and social care organisation.		1.1. Identify the economic pressure on health services and the effects of that pressure on management. 1.2. Describe the stages involved in the recruitment and selection process. 1.3. Identify the information available to managers in workplace for human resource planning. 1.4. Identify how technological developments affect human resource development within health and social care organisations.	
2. Be able to apply human resource policies in recruitment and selection process		2.1. Identify the role of government agencies to enforce equal employment opportunity. 2.2. Describe ways employers can avoid illegal discrimination and provide reasonable accommodation. 2.3. Explain employers' duties under the Equalities Law. 2.4. Assess how employers promote worker safety and health.	
3. Be able to evaluate the importance of employees training after selection		3.1. Identify training methods for employee orientation and diversity management. 3.2. Identify how to plan and implement an effective training programme. 3.3. Compare widely used training methods. 3.4. Evaluate the success of a training programme.	
4. Be able to identify the theory and practice related to the full range of Human Resource Management functions (learning, rewards, motivation, retain and performance)		4.1. Identify main criteria for measuring the effectiveness of a performance management system. 4.2. Assess the opportunities and choices that for health and social care organisations to reward staff. 4.3. Identify methods to promote positive employee relations in the organisations. 4.4. Identify how organisations use assessment of personality type, work behaviours, and job performance to plan em-	

	ployee development.
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Teaching and Learning Methods

A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.

Suggested Reading

There are a number of texts emerging which are directly relevant to this area and the list below is indicative.

- GRAY, I., & FIELD, R. (2010). Effective Leadership, Management and Supervision in Health and Social Care. Exeter, Learning Matters Ltd.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=680161>.
- FOTTLER, M. D., KHATRI, N., & SAVAGE, G. T. (2010). Strategic human resource management in health care. Bingley, UK, Emerald. <http://site.ebrary.com/id/10408561>
- SHIPTON, H., BUDHWAR, P. S., SPARROW, P., & BROWN, A. (2015). Human resource management, innovation and performance. <http://site.ebrary.com/id/11127192>.
- MARTIN, V., MARTIN, V., CHARLESWORTH, J., & HENDERSON, E. (2010). Managing in health and social care. New York, Routledge.
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The logo of London PT College features a central shield with a lion rampant holding a shield, surrounded by a laurel wreath. Below the shield, the text 'P.T. COLLEGE' is written in a stylized, bold font.

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Unit 09: Strategic Project Management for Managers			
Unit Aim	In this today's business environment, the ability to manage, organise and to achieve organisational goals has become core skills for managers, directors and senior executive in the organisation. This unit will develop strategic decision making for learners to drive the value of the organisation from the execution of strategy through strategic projects.		
Level	7	Credit Value	15
GLH	40	Unit Number	MP9061
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Be able to identify methods, procedures and systems for defining, planning, scheduling, controlling and organising project activities for strategic decision-making.		1.1. Describe the project master plan for your project and create a relationship between master plan and the project proposal. 1.2. Identify the advantages of Networks over Gantt Charts. 1.3. Analyse how GERT overcomes the limitations of PERT/CPM. 1.4. Assess the contingency plans, budget, and reserve to manage risks in the project. 1.5. Evaluate the project success through strategic alignment.	
2. Be able to manage organisational, managerial and human behavioural issues relevant to the project management.		2.1. Assess the relative need for both technical and managerial competence in project management. 2.2. Discuss the ways in which behaviour of people influence the specific project. 2.3. Evaluate the importance of training for project manager in an organisation. 2.4. Critically evaluate the importance of communication and information exchange to project success.	
Teaching and Learning Methods A range of learning and teaching methods will be employed including lectures, directed readings, case studies, group discussions and presentations.			
Required Reading <ul style="list-style-type: none"> • CALLAHAN, K. R., & BROOKS, L. M. (2004). Essentials of strategic project management. Hoboken, NJ, John Wiley & Sons, Inc. • Project Management – A Managerial Approach – Jack R. Meredith & Samuel J. Mantel (Wiley) • Project Management for PhDs – Jeanine de Bruin and Brigitte Hertz, Eleven International Publishing, The Hague. • Project Management, Harvely Maylor (4th edition), Pearson Education Ltd, 2010 • Project Management: A Systems Approach to Planning, Scheduling, and Controlling, Harold Kerzner (2009) 			