

Programme Specification

BSc (Hons) Healthcare: Management, Policy and Research: Academic Year 2017-18

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

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| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of study | Full time |
| Duration in years | Four years following standard progression for a FT student |
| Accreditation details | Not applicable |
| Final award | Bachelor of Science (Honours) |
| Name of award | Healthcare: Management, Policy and Research |
| Interim Exit Awards | |
| FHEQ level of final award | Level 6 |
| UCAS code | BLN8 |
| QAA Subject Benchmark or other external reference | Not applicable |
| Programme Leader | Dr Jane Prichard |
| Date specification was written | 15/02/2013 |
| Date Programme was validated | February 2013 |
| Date specification last updated | April 2017 |

Programme Overview

Brief outline of the programme

BSc (Hons) Healthcare: Management, Policy and Research is an undergraduate degree designed to meet a skills shortage in the health sector relating to the development of leaders in healthcare management, policy development and analysis and health services research. The degree lasts for four years to include three years in study and a one year work placement in a healthcare organisation. During your time at University you will take modules in leadership, decision making, healthcare innovation, managing change and health system organisation with your learning underpinned by a rigorous training in health services research training. Learning will draw on a range of social science disciplines from psychology and sociology to economics and law in order to provide students with the perspectives needed to tackle the complex problems facing health systems.

Learning and teaching

Teaching on this BSc in healthcare management policy and research comprises lectures and small-group seminars/ workshops, independent research and mentoring sessions.

In a typical semester you will spend about 12 hours per week attending lectures and classes. You will also need to undertake around 28 hours of self-study: bringing the weekly total to 40 hours.

Assessment

Throughout the programme you will be assessed through essays, article reviews, group projects, presentations, exams, research reports, portfolios, short answer papers and multiple choice papers. All this is supported by a comprehensive feedback system, which provides a combination of individual and generic feedback designed to help you understand your performance, and also learn how to improve. In addition, you will receive feedback on your progress through discussions with lecturers during lectures and seminars, as well as during private meetings with your mentor and academic tutor.

As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

Educational Aims of the Programme

The aim of the programme is to develop highly skilled healthcare leaders, policy analysts and researchers. The programme places an emphasis on developing your ability to identify, investigate, understand and solve real problems in healthcare delivery and design, but which will also prepare you for a much wider range of employment opportunities by emphasising quantitative skills and independent critical thinking. The key objective of this programme is to ensure that you are able to use analytical and research techniques in order to evaluate and go on to influence the effectiveness, efficiency and equity of health policies and healthcare systems. The placement year taken at the end of Year 2 provides an opportunity to apply these skills and reasoning abilities to real-life health policy, management and research problems.

During the programme you will consider questions such as: What shapes healthcare system design? What are the social science underpinnings needed to study healthcare systems? How can healthcare be made safer and more efficient? How does research inform healthcare policy development? How can we use data about health outcomes to inform decision making? How can we lead and manage innovation and change in healthcare settings? Healthcare systems are highly complex environments. This programme will give you the skills you need to understand this complexity and use this knowledge to solve problems and make decisions around healthcare delivery and design in the global context.

Each year of study comprises three components. The core concepts component aims to give you an understanding of the issues central to healthcare systems, management and policy such as healthcare system design, control, innovation, safety and performance. The methods component aims to develop your understanding of quantitative and qualitative methods as well as the crucial social science disciplines that underpin knowledge such as, health economics, psychology, sociology and politics. The mentored independent study component aims to support you through the process of carrying out research from the very beginning of the programme working in one-to-one relationships with internationally renowned senior researchers and professors in cutting edge areas of health services research and delivery.

The aims of the programme are to:

- Develop a generalised understanding of key aspects of healthcare system design and delivery, as well as a more specific understanding in some selected areas which are at the forefront of national and international policy agendas.
- To develop your capacity for the critical evaluation of theoretical perspectives and empirical evidence in the field of healthcare systems, and for the application of such perspectives and evidence in devising and sustaining arguments in your own work.
- To develop your capacity to undertake independent enquiry into aspects of healthcare system design and delivery, including development of the research skills required to organise, undertake, analyse and communicate ethically acceptable empirical research.
- To develop your skills in written and oral communication, the use of information technology, the analysis of quantitative and qualitative information, and in working co-operatively in groups to achieve designated outcomes.
- To develop your ability to work independently and manage your own learning through independent reading that broadens your knowledge and understanding of particular topics
- To prepare you for potential employment and a career within a range of healthcare related organisations

Knowledge and Understanding

Having successfully completed this programme you will be able to demonstrate knowledge and understanding of:

- A.1. Key concepts and theoretical approaches to healthcare system design, delivery and innovation drawn from across the health and the social sciences including perspectives such as psychology, sociology, economics, health policy and organisational behaviour.
- A.2. The historical background and current forces influencing healthcare policy development both in the UK and internationally.
- A.3. The management of healthcare organisation and delivery in general terms, but also a more detailed understanding in some selected areas identified through specific modules which are at the forefront of national and international policy agendas.
- A.4. The role of patient/service user experience and citizenship in the design, delivery, research and analysis of modern health care systems both nationally and internationally.
- A.5. The main methodologies and analytical technologies used to understand and research healthcare design, delivery and innovation
- A.6. The ethical and practical research issues common to conducting research within these core and specialist areas.

Teaching and Learning Methods

Acquisition of A1 to A6 takes place through teaching and learning activities designed to help you develop your knowledge and understanding. These include:

- Lectures designed to introduce students to key perspectives, themes and substantive issues. Diverse lecture styles encourage students to develop skills in listening, selective note taking, and structuring and presenting information.
- Seminars designed to facilitate group discussions of issues, concepts and theories.
- Small group discussions based around case study material.
- Group discussions and practical exercises which enable you to reflect on your accumulation of appropriate knowledge and understanding.
- Practical workshops which provide hands-on experience of using a range of methods of collecting and analysing data and enable you to assess these methods based on your own and others' use of them.
- Statistical workshops which enable you to understand statistical techniques and the use of statistics in the study of health systems through practical examples.
- Computer workshops which give you practical experience of how to process, store and analyse data using appropriate software.
- Research skills workshops which facilitate discussion, peer review and support, and self-reflection on the appropriateness of your own research and intended methodological and theoretical approaches.
- Dissertation workshops designed to promote discussion, peer review and support, and reflection on your dissertation at different stages in the research process.
- Research mentor meetings which provide you with one-to-one discussion on issues connected with your research.
- Individual or small group presentations.
- Independent study.

Assessment methods

Learning outcomes are realised through assessment methods designed to test your knowledge and understanding. Assessment methods are appropriate and varied in order to allow you to demonstrate the learning outcomes and may be formative, compulsory or summative.

Formative assessment relates to work that does not count towards your mark for a module but contributes to your mastery of the discipline. This may include practice seminar activities, tutorial feedback, workshop exercises etc., all of which provide the opportunity for formative feedback. Compulsory assessments do not contribute to the final mark of the module but they have to be passed. Examples include participation in certain workshop worksheets and seminar activities. Summative assessment relates to work that does count towards your award. Hence it attracts a (summative) grade, but will very often be accompanied by (formative) comments to help you improve. The knowledge and understanding outcomes will be summatively assessed mainly through methods of assessment which might include; examinations, written assignments and presentations.

Examples across assessment types include:

- Essays.
- Essay plans and presentations
- Review papers (in which you are required to critically review an article of relevance to the module using a range of additional sources).
- Literature Review in which you are required to review the literature in a specific area of health services research to assess your ability to critically appraise research evidence.
- Formal, seen and unseen end of module examinations.
- Search strategy exercise (designed to ensure that you have attained basic skills of library usage and appropriate presentation of academic material).
- Statistical exercises (to assess your understanding of statistical concepts and practical techniques).
- Qualitative data exercises (to assess your understanding of qualitative data collection and analysis)
- Class activities/worksheets
- Group research projects (which assess your ability to work with others in the production of a shared output).
- Case study reviews (in which you are asked to interpret or critically comment on the material contained in the case study).
- Secondary research analysis (which will assess across your ability to formulate an appropriate research question, identify appropriate method(s) of data collection and present a short literature review of selected sources likely to be relevant to the research topic).
- Research Project (which assesses your ability to undertake independent, in-depth study of an area of health services research).

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

- B1. Obtain, summarise and synthesise material relating to healthcare system design, delivery and policy from a range of appropriate sources;
- B2. Recognise the diversity of social science perspectives underpinning understanding of healthcare systems design, delivery and policy.
- B3. Assess the merits of competing approaches to healthcare system design, delivery and policy using appropriate conceptual and theoretical perspectives and relevant evidence;
- B4. Produce reasoned arguments, justifying conclusions by reference to appropriate theoretical frameworks and supporting evidence.
- B5. Understand and formulate informed research questions relating to healthcare system design, delivery and policy;
- B6. Plan and conduct research using appropriate research methodologies to answer research questions;
- B7. Analyse data including secondary data to answer research questions
- B8. Report and explain research findings, assessing the theoretical and methodological frameworks used to produce these and drawing out appropriate conclusions and recommendations.
- B9. Analyse the ethical implications of your own research and that of others;
- B10. Present scholarly work using appropriate formats and conventions.

Teaching and Learning Methods

Acquisition of B1 to B10 skills takes place through teaching and learning activities designed to help you develop your subject-specific intellectual skills and research skills. These include:

- Lectures.
- Seminars designed to facilitate group discussions of issues, concepts and theories associated with social sciences.
- Small group discussions based around case study material.
- Group discussions and practical exercises which enable you to reflect on your accumulation of appropriate knowledge and skills.
- Practical workshops which provide hands-on experience of using a range of methods of collecting and analysing data and enable you to assess these methods based on your own and others' use of them.
- Statistical workshops which enable you to understand statistical techniques and the use of statistics in the social sciences through practical examples.
- Computer workshops which give you practical experience of how to process, store and analyse data using appropriate software.
- Research skills workshops which facilitate discussion, peer review and support, and self-reflection on the appropriateness of your own research (dissertation) proposal and intended methodological and theoretical approaches.
- Dissertation workshops designed to promote discussion, peer review and support, and reflection on your dissertation at different stages in the research process.
- Dissertation tutorials which provide you with one-to-one discussion with your dissertation supervisor on issues connected with your research.
- Individual or small group presentations.

- Independent study.

Assessment methods

Learning outcomes are realised through formative and summative (see above) assessment methods designed to test your achievement of the learning outcomes in the areas of subject-specific intellectual skills and research skills. Typical assessment methods include:

- Essays.
- Essay plans and presentations
- Review papers (in which you are required to critically review an article of relevance to the module using a range of additional sources).
- Literature Review in which you are required to review the literature in a specific area of health services research to assess your ability to critically appraise research evidence.
- Formal, seen and unseen end of module examinations.
- Search strategy exercise (designed to ensure that you have attained basic skills of library usage and appropriate presentation of academic material).
- Statistical exercises (to assess your understanding of statistical concepts and practical techniques).
- Qualitative data exercises (to assess your understanding of qualitative data collection and analysis)
- Group research projects (which assess your ability to work with others in the production of a shared output).
- Case study reviews (in which you are asked to interpret or critically comment on the material contained in the case study).
- Secondary research analysis (which will assess across your ability to formulate an appropriate research question, identify appropriate method(s) of data collection and present a short literature review of selected sources likely to be relevant to the research topic).
- Research Project (which assesses your ability to undertake independent, in-depth study of an area of health services research).

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

- C1. Communicate ideas and arguments in a variety of written formats;
- C2. Communicate ideas and arguments orally and in the context of formal presentations;
- C3. Use statistical and qualitative techniques and associated software packages to analyse and evaluate evidence;
- C4. Identify, select and draw upon a range of sources of printed, electronic and other material as a means to the development and presentation of arguments and evidence;
- C5. Work both individually and as part of a team in the investigation of problems, and in the presentation of arguments and evidence.
- C6. Manage work effectively with due attention to time and resources
- C7. Engage effectively in the recruitment process with skills in CV writing, finding work opportunities, writing job applications and succeeding at interviews.

Teaching and Learning Methods

Teaching and Learning methods to help you achieve these learning outcomes:

- All modules in the programme require regular written work and the feedback given will help you develop communication skills both verbal and written (C1-2).
- Statistical and qualitative skills and their application (skill set C3) are specifically developed through quantitative and qualitative methods modules in each year of study and also in the context of the research modules in years 1, 2 and 4. These skills are consolidated via different elements of all taught modules as well as through independent learning.
- The research module in year 1 is specifically designed to start development of skill set C4 through the undertaking of a literature review. These skills are consolidated via different elements of all taught modules as well as through the research modules in year 2 and 4.
- Skills C5 and 6 are specifically addressed through modules in all years of study. The ability to work in teams is a skill specifically addressed through a non-class based team development event that forms part of the module in organisational behaviour in year 1 and is further developed through other compulsory units and through the work placement.
- The development of the skills needed to successfully apply for employment (C7) are a specific focus of activity within the degree in order to enable students to secure a work placement in year 3. The development of these skills is embedded into the core unit in organisational behaviour in year 1 and into the placement modules which begin in year 2.

Assessment methods

- Effective communication of ideas (C1 and 2) is a skill that is assessed in all areas of the students' work.

- Skills (C1-7) are formatively assessed through individual and group coursework, individual and group presentations and through a non-class based team development component of the organisational behaviour module in year 1.
- Summative assessment also occurs for skill C1-6 through unseen written exams, assessed presentations, coursework and in the three research modules.
- Skill C7 is formatively and summatively assessed via the year 1 course in organisational behaviour and the year 2/3 placement modules.

Graduate Attributes

Graduate Attributes are the personal qualities, skills and understanding you can develop during your studies. They include, but extend beyond, your knowledge of an academic discipline and its technical proficiencies. The Graduate Attributes are important because they equip you for the challenge of contributing to your chosen profession and may enable you to take a leading role in shaping the society in which you live.

The University of Southampton identifies a set of undergraduate attributes that aspire to support graduate employment. We offer you the opportunity to develop these attributes through your successful engagement with the learning and teaching of your programme and your active participation in University life. The skills, knowledge and personal qualities that underpin the Graduate Attributes framework are supported by your discipline. As such, each attribute is enriched, made distinct and expressed through the variety of learning experiences you will experience. Your development of Graduate Attributes presumes basic competencies on entry to the University.

Ethical Leadership

Ethical Leaders understand the value of leading and contributing responsibly to the benefit of their chosen professions, as well as local, national and international communities. Ethical leadership attributes are developed through:

- working on group projects
- Participation in team skills development activities in year 1 module "Organisational Behaviour and Human Resource Management in Healthcare"
- participation in the module "Leadership and Its Application To Healthcare"
- participation in the module "Decision Making for Healthcare"

Global Citizenship

Global Citizens recognise the value of meaningful contribution to an interconnected global society and aspire to realise an individual's human rights with tolerance and respect. A sense of global citizenship is developed in a variety of ways within programme modules. Relevant topic areas include:

- "On the Social Science of Healthcare"
- "A Social Science of Mental Health & Illness"
- "Decision Making for Healthcare"

Research and Inquiry

Research and Inquiry underpin the formulation of well-informed new ideas and a creative approach to problem resolution and entrepreneurial behaviour

- Research and inquiry is a basic attribute of all programme modules and the programme as a whole
- The research modules in each year of study provides students with the opportunity to engage in an extended piece of research
- Participation in module "Change Management and Service Quality"

Academic

Academic attributes are the tools that sustain an independent capacity critically to understand a discipline and apply knowledge. Such attributes are developed through:

- Exposure to new ideas, methods and ways of thinking within mathematics
- Coursework
- Problem solving exercises
- Preparation for and participation in tutorials
- Group projects
- Project work

Communication Skills

Communication Skills encompass an individual's ability to demonstrate knowledge, and to express ideas with confidence and clarity to a variety of audiences. Communication skills are developed through:

- Presentations
- Written examinations and coursework
- Tutorials, in which students present their own views verbally.
- Group projects for which students must communicate and collaborate with each other, assign tasks, collate information and produce a final joint piece of work.
- Project work, in which students produce an extended piece of research.

Reflective Learner

The Reflective Learner is capable of the independent reflection necessary to continuously learn and meet the challenge of pursuing excellence. Reflective Learner attributes are developed through

- Independent learning associated with coursework, preparation for tutorials and examinations
- Reflection on the work placement year
- Project work, in which students produce an extended piece of research

Programme Structure

Typical course content

Each year of study on this BSc healthcare management degree is composed of three central components. The 'core concepts' component gives you an understanding of the issues central to healthcare systems, management and policy. Topics studied include modules in leadership, decision making, healthcare innovation, managing change and health system organisation. The 'methods' component develops your understanding of quantitative and qualitative methods, as well as the crucial social scientific disciplines, which underpin that knowledge. Finally, the 'mentored independent study' component is where you will undertake research with the support and guidance of senior researchers and professors. Double modules in each year of study will enable you to develop your research potential around real issues in healthcare organisation and delivery.

Additionally in year one and two students may choose one optional module from the Curriculum Innovation Programme Modules offered across the University. The Curriculum Innovation Programme (CIP) seeks to open up educational experiences that enable our students to exercise choice and to personalise their learning. A number of these optional modules are especially relevant to students studying this programme e.g. "Ethics in a complex world", "Global Health" and the "Management of Risk and Uncertainty", however, students are free to select from any of the available CIP modules.

Special Features of the programme

- Year-long placement to increase student employability opportunities

During the degree all students will undertake a work placement in year 3 in a healthcare management, policy or research organisation. This element is a core assessed part of the programme. The placement year provides the opportunity to apply the skill and reasoning abilities developed during the first two years of the degree to real-life health policy, management and research problems. Links have been established with a number of prestigious healthcare organisations such as the NHS Leadership Academy, GlaxoSmithKline, Cancer Research UK and The Health Foundation. These placement providers recognise the value of students on this programme and will provide paid placement opportunities as part of their search for future talent in their own organisations. It is the responsibility of each student to secure their own placement with support from the programme team as detailed below.

Preparation for the placement year will begin in Year 1 during the module Organisational Behaviour and Healthcare Management where students will develop their skills in team working and leadership through participation in team development activities. The module content will also develop understanding of workplace selection processes. In year 2 students will undertake the placement application module where they will develop their skills in contacting employers, researching employers ahead of interviews, CV writing, writing job applications, interviews and preparing for employment. During this module students will also be linked to a workplace mentor who will offer advice to students in order to prepare them for employment. The work placement will be supported by the placement module lead who will encourage students to reflect on their own experience and performance in order to help them maximise their workplace impact.

- Mentored, independent research in each year of study.

Throughout the degree you will be mentored by a senior researcher or professor from the Faculty of Health Sciences to develop your research, writing and critical thinking skills. Regular meetings with your mentor that form part of the research modules in each year of study will give you a unique insight into work being done nationally and internationally to understand and improve the delivery of healthcare.

Programme details

The programme comprises 3 levels undertaken over four years. Levels 4 and 6 each correspond to one year of full-time study. Level 5 corresponds to two years including a year placement and a year of full-time study. At level 4 you will take 7 modules with associated credits. At Level 5 you will take 9 modules (8

academic modules plus the placement module) with associated credits. At level 6 you will take 7 modules with associated credits.

The modular system reflects the European Credit Transfer System (ECTS) that requires all programme based learning activities to be valued and awarded credit. Modules are therefore a series of discrete entities linked together to form a coherent and progressive programme of learning. Each credit can be considered as the equivalent of approximately 25 hours of study. Hours of study time are divided into contact time (e.g. lectures, seminars, workshops) and non-contact time when you will be engaged in directed study (preparation for classes) and independent study when you will be involved in producing assignments and preparing and taking examinations. Some modules have a larger portion of hours allocated to non-contact, independent study time. These modules such as the research modules are designed this way to foster independent inquiry which is a key learning outcome for the course.

The broad programme structure therefore consists of 8 modules per year in full time study with a standard size of 7.5 ECTS (187.5 hours of study). In Level 4 and Level 6 two of these modules are combined into a double research module of 15 ECTS (375 hours of study) which runs across the academic year. In addition the placement element of the programme at Level 5 (placement undertaken during year 3 of programme) is 60 ECTS.

The structure of the programme and the units currently available are set out below:

- Modules in CAPS are core modules: These are modules which you must take and pass to progress to the next level of the programme or to qualify for the final award. The “Placement Preparation” and “Placement Year” modules are core for the final award of BSc (Hons) Healthcare: Management, Policy and Research. Should you be unable to secure a work placement or complete the placement year you may at the University’s discretion be able to switch to the final award of BSc (Hons) Healthcare Systems, Policy and Research. Under these circumstances the placement modules will no longer be regarded as core.
- *Modules in italics are compulsory modules:* These are modules which you must take, however, unlike core modules the award of credit may still be allowed if you fail these modules as long as your mark on any compulsory module is not less than the Qualifying Mark (25%) and as long as you do not fail modules totalling more than 15 ECTS in any one level.
- Modules in plain upper and lower case font are optional modules: These are free choices where you may choose from the Curriculum Innovation Programme Modules offered across the University. Although certain optional modules are recommended for their coherence with the programme aims it is up to you which module you wish to select.

Year 1: Study year

| Level | Modules | Credit Value | Semester | Exit Award |
|-------|---|--------------|----------|---|
| 4 | EVIDENCE FOR ANSWERS | 7.5 | 1 | |
| | <i>On the Social Science of Healthcare</i> | 7.5 | 1 | |
| | ORGANISATIONAL BEHAVIOUR AND HEALTHCARE MANAGEMENT | 7.5 | 1 | |
| | HEALTH, SOCIETY AND PUBLIC POLICY | 7.5 | 2 | |
| | <i>Health Economics</i> | 7.5 | 2 | |
| | DOING RESEARCH IN HEALTHCARE 1: LITERATURE REVIEW | 15 | Both | |
| | Plus one CIP option of which the following are recommended: Ethics in a complex world Global Health Management of Risk Other subject specific CIP | 7.5 | 2 | |
| | End of year 1 | 60 | | Certificate in Higher Education in Healthcare: Systems, Policy and Research |

Year 2: study Year

| Level | Modules | Credit Value | Semester | Exit Award |
|-------|---|--------------|----------|------------|
| 5 | <i>Data Analysis in the Context of Healthcare Management, Policy and Research</i> | 7.5 | 1 | |
| | CREATIVITY, INNOVATION AND IMPROVEMENT | 7.5 | 1 | |

| | | | | |
|--|---|-----|------|---|
| | COMPARATIVE HEALTHCARE SYSTEMS AND THE POLICY PROCESS | 7.5 | 1 | |
| | <i>Introduction to Healthcare Informatics</i> | 7.5 | 2 | |
| | QUALITATIVE RESEARCH: WHEN NUMBERS WILL NOT DO! | 7.5 | 2 | |
| | DOING RESEARCH IN HEALTHCARE 2: DESIGN AND ANALYSIS | 7.5 | 1 | |
| | PLACEMENT PREPARATION | 7.5 | Both | |
| | Plus one option of which the following are recommended: Ethics in a complex world Global Health Management of Risk Other subject specific CIP | 7.5 | 2 | |
| | End of year 2 | 60 | | Diploma in Higher Education in Healthcare: Systems, Policy and Research |

Year 3: Placement Year

| Level | Modules | Credit Value | Semester | Exit Award |
|-------|----------------|--------------|----------|---|
| 5 | WORK PLACEMENT | 60 | Both | |
| | End of year 3 | 60 | | Diploma in Higher Education in Healthcare: Systems, Policy and Research. Placement credit is not included in Diploma credit calculation |

Year 4: Final Study Year

| Level | Modules | Credit Value | Semester | Exit Award |
|-------|--|--------------|----------|--|
| 6 | Leadership and Its Application To Healthcare | 7.5 | 1 | |
| | <i>Analysing Complexity</i> | 7.5 | 1 | |
| | <i>Healthcare Innovation</i> | 7.5 | 1 | |
| | <i>Governance in Action</i> | 7.5 | 2 | |
| | DECISION MAKING FOR HEALTHCARE | 7.5 | 2 | |
| | APPLIED HEALTHCARE RESEARCH IN POLICY AND PRACTICE | 7.5 | 2 | |
| | DOING RESEARCH IN HEALTHCARE 3: RESEARCH PROJECT | 15 | Both | |
| | End of year 4 | 60 | | BSc (Hons) Healthcare: Management, Policy and Research OR BSc (Hons) Healthcare Systems, Policy and Research if student does not complete the placement year |

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essay, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes](http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html) as set out in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>.

N.B. Students who are referred after failing to meet the criteria for progression on the Level 5 taught component may, with the agreement of the Programme Lead, commence their placement and retake referred

modules in the supplementary period. Students are advised to inform their placement provider of the need to retake modules and take leave where necessary to repeat assessment. Should a student need to repeat the year (either because they have not been given permission to refer or because they have failed to progress after the supplementary period) they may, with agreement of the Programme Lead, repeat the year after completion of their placement year. Students may not repeat their placement year.

Intermediate exit points (where available)

You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

| Qualification | Minimum overall credit in ECTS credits | Minimum ECTS Credits required at level of award |
|---|---|---|
| Diploma of Higher Education in Healthcare: Systems, Policy and Research | at least 120 excluding placement credit | 45 |
| Certificate of HE in Healthcare: Systems, Policy and Research | at least 60 | 45 |

In some circumstances students will exit the programme before achieving the final learning outcomes. In these cases there is the potential to receive intermediate exit awards. There are 3 intermediate exit awards should the learning outcomes of each level be successfully met through assessment and sufficient credit gained at the appropriate levels.

Certificate of Higher Education in Healthcare: Systems, Policy and Research

Students will be eligible for this award if they successfully complete 60 credits at academic level 4, equivalent to the first year of the programme

Diploma of Higher Education in Healthcare: Systems, Policy and Research

Students will be eligible for this award if they successfully complete 120 academic credits at level 4, 5 or 6. Placement credit is not included in the calculation of this exit award.

BSc (Hons) Healthcare Systems, Policy and Research

Students will be eligible for this award if they successfully complete all the academic elements of the programme, but who, for good reason are not able to complete the placement year. This option is offered at the University's discretion if you can provide evidence that you have tried but failed to secure a placement or evidence other extenuating circumstances which prevents participation in the placement year. You are not permitted to choose to transfer to this award. If you are allowed to transfer to this award you will progress straight to Year 4 on completion of Year 2, joining students in the cohort a year ahead of you. N.B. students in the first cohort of the programme will not be able to transfer to Year 4 immediately after completing Year 2 as there will be no preceding cohort and will therefore be required to suspend for one year.

Support for student learning

There are systems for the support of student learning in the Faculty and also available from central University facilities.

The Faculty is fully signed up to the Student Entitlement Declaration which is aimed at establishing a culture which is student-centred and which focuses on the development of students as independent learners and the improvement of the student experience. It monitors adherence through the student reference group.

In the Faculty you will have access to:

- Induction programme for orientation, IT support, library and study skills revision
- Student programme handbook, programme and module guides
- Information on IT support, including email groups, electronic notices, discussion boards, web-based learning and Faculty computer workstations
- Library and study skills packages available in the School as well as in the libraries and learning centres
- Your module lead who will support your learning about the subject matter and offer guidance about assignments
- An academic will be allocated to you as your named academic/personal tutor and can support you with any non-academic issues but is also responsible for overseeing your progress throughout the programme

- Your allocated research mentors in each of the double research modules. Mentors will help you develop your research potential and provide expert support on topics relating to their own research specialism.
- You will be allocated a work place mentor to offer guidance during Year 2 and 3 while you prepare for and undergo your placement.
- Good staff student ratios
- A student representative system and involvement on the Undergraduate Teaching Committee so that student views on the programme can be heard, as well as evaluation of individual modules
- A team of learning advisers who will support you during your programme

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Methods for evaluating the quality of teaching and Learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Professional body accreditation/inspection involving the NMC, Health Education Wessex, employers and peer professionals.

- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- Monitoring of your individual progression through personal tutor and review systems.
- Annual contract monitoring by NHS South Central.
- Annual report to relevant professional bodies.
- Teaching Student reflection and evaluation of practice experience.

Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below will also be acceptable.

All applications for admission to the programme are processed through UCAS. Your completed UCAS form will be forwarded to the appropriate Admissions Tutor, who will decide whether to invite you for an interview and/or to one of our visit days. At this time, you will have an opportunity to find out more about the programme. In determining whether to offer you a place, the Admissions Tutor takes into account the actual or predicted results of qualifications you are taking or have taken, any other relevant experience, qualities or skills and your performance at interview.

AS/A2 entry points, GCSE requirements and equivalent entry requirements are published in the prospectus and on-line at:

http://www.southampton.ac.uk/healthsciences/undergraduate/courses/bsc_healthcare_management_policy_and_research.page?#entry

The following subjects would facilitate a successful application: Mathematics, English Literature, English Language, Physics, Biology, Chemistry, History, Geography, Economics, Psychology, Sociology, Philosophy, Languages, Statistics, Further Mathematics or Politics.

Personal Statement: to provide flexibility to applicants considering a range of degree options your personal statement will be assessed in terms of what it says about your transferable skills and qualities. These might include; organisational skills, communication skills, problem solving skills, team working and working independently. A statement showing interest in other courses will not limit your application to us as long as the wider transferable skills and qualities are demonstrated. Interest in the course and the focus area will be specifically assessed at interview. If you are invited for an interview you will be given further guidance on how you should prepare for this assessment.

We welcome applications from under-represented groups and from those with qualifications other than A-levels. Mature student applications will be considered on the basis of experience of recent study (for example, a recognised 'Access' programme).

Entry Requirements

| Qualification | Grades | Subjects required | Subjects not accepted | EPQ Alternative offer (if applicable) | Contextual Alternative offer (if applicable) |
|----------------------------|---------|---|--------------------------------------|---------------------------------------|--|
| GCE A level (minimum of 3) | AAB-BBB | Two or more of the following subjects would facilitate a successful application: Mathematics, English Literature, English Language, Physics, Biology, Chemistry, History, Geography, Economics, Psychology, Sociology, Philosophy, Languages, Statistics, Further Mathematics or Politics. Other subjects will be considered. | General Studies Critical Thinking | No | None |
| *GCSE (minimum of 7) | A*- C | including Maths and English at Grade C. | General Studies Critical Thinking | No | None |

| | |
|----|-------------------|
| IB | 34 (17 at higher) |
|----|-------------------|

Mature applicants

The University of Southampton admits students on individual merit and does not discriminate on the grounds of age. The University encourages applications from mature students and is keen to support students through the application process and the transition to studying at University.

Applicants must provide evidence of recent formal study. Successful applicants must satisfy the Programme Leader that they are competent to pursue the programme. The right to refuse permission shall be reserved to the Programme Leader.

Alternative qualifications

BTEC: Not accepted

Access to HE: 30 distinctions at level 3 from science or social science course

We also accept other qualifications such as Scottish Highers, Irish Leaving Certificates and certain Open University courses.

Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#). Applications for recognition of prior learning will be considered on a case by case basis.

English Language Proficiency

| Overall | Reading | Writing | Speaking | Listening |
|---------|---------|---------|----------|-----------|
| 7.0 | 7.0 | 7.0 | 7.0 | 7.0 |

Career Opportunities

This BSc healthcare degree in management, policy and research is designed to help you achieve excellent employment prospects. For example, our employer stakeholders, whose views have been influential in the course's design, have told us that the skills you will develop through this degree are in high demand in the workplace.

As a result, we are establishing links to public and private sector placement providers, willing to give you invaluable work experience to help develop your skills and understanding. These links include organisations such as the NHS, The NHS Leadership Academy, GE Healthcare, and several healthcare consultancy organisations.

Many employers regard previous work experience as one of the most highly valued attributes in graduate applicants. Therefore, your placement year will make you significantly more competitive in the jobs market. The programme is also recommended by the NHS Management Graduate Scheme as excellent preparation for their award winning scheme.

In addition, we will supervise your placement to ensure that you are getting the most out of the experience.

Finally, we will help you to develop your CV, learn from mock interviews, undergo team development activities, and build up a range of skills to help you present yourself as a viable prospective employee. In addition, potential placement providers come to the University to run special workshops for students on our programme to show you how to do well in their application processes.

External Examiners(s) for the programme

Name Professor Graham P Martin
Institution University of Leicester

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration

through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook (or other appropriate guide) or online at http://www.southampton.ac.uk/healthsciences/undergraduate/courses/bsc_healthcare_management_policy_and_research.page?).

“TUNING Educational Structures in Europe started in 2000 as a project to link the political objectives of the [Bologna Process](#) and at a later stage the [Lisbon Strategy](#) to the higher educational sector. Tuning is an approach to (re-)designing, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. This programme fulfils the requirements of the Tuning Project.”

Appendix 1:

Learning outcomes and Assessment Mapping document templates

| EDUCATIONAL AIMS OF THE PROGRAMME | Module learning outcomes/content addressing programme aims | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| | HIMPR1001 | HIMPR1002 | HIMPR1003 | HIMPR1005 | HIMPR1004 | HIMPR1006 | HIMPR2001 | HIMPR2002 | HIMPR2003 | HIMPR2004 | HIMPR2005 | HIMPR2006 | Placement Preparation | Placement & Assessment | HIMPR3001 | HIMPR3002 | HIMPR3003 | HIMPR3004 | HIMPR3005 | HIMPR3006 | HIMPR3007 | |
| <ul style="list-style-type: none"> Develop a generalised understanding of key aspects of healthcare system design, delivery and management, as well as a more specific understanding in some selected areas which are at the forefront of national and international policy agendas. | * | | * | * | * | * | | * | * | | * | | | * | | * | | * | * | * | * | * |
| <ul style="list-style-type: none"> To develop your capacity for the critical evaluation of theoretical perspectives & empirical evidence in the field of healthcare systems, and for the application of such perspectives & evidence in devising and sustaining arguments in your own work. | * | * | * | * | * | * | * | * | * | * | * | | | | * | * | * | * | * | * | * | * |
| <ul style="list-style-type: none"> To develop your capacity to undertake independent enquiry into aspects of healthcare system design, delivery and management, including development of the research skills required to organise, undertake, analyse and communicate ethically acceptable empirical research. | * | | * | | | | * | | | * | * | * | | * | * | * | * | | | | | |

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <ul style="list-style-type: none"> To develop your skills in written and oral communication, the use of information technology, the analysis of quantitative and qualitative information, and in working co-operatively in groups to achieve designated outcomes. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| <ul style="list-style-type: none"> To develop your ability to work independently and manage your own learning through independent reading that broadens your knowledge and understanding of particular topics | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| <ul style="list-style-type: none"> To prepare you for potential employment and a career within a range of healthcare related organisations | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| KNOWLEDGE AND UNDERSTANDING | Module learning outcomes/content addressing learning outcomes | | | | | | | | | | | | | | | | | | | | |
|--|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------------------|------------------------|----------|----------|----------|----------|----------|----------|----------|
| | HMPR1001 | HMPR1002 | HMPR1003 | HMPR1005 | HMPR1004 | HMPR1006 | HMPR2001 | HMPR2002 | HMPR2003 | HMPR2004 | HMPR2005 | HMPR2006 | Placement Preparation | Placement & Assessment | HMPR3001 | HMPR3002 | HMPR3003 | HMPR3004 | HMPR3005 | HMPR3006 | HMPR3007 |
| A1. Key concepts and theoretical approaches to healthcare system design, delivery and innovation drawn from across the health and the social sciences to include psychology, sociology, economics, health policy and organisational behaviour. | * | * | | * | * | * | | * | * | | * | * | | | * | * | | * | * | * | * |
| A2. The historical background and current forces influencing healthcare policy development both in the UK and internationally. | | | | * | | * | | | * | | | | | | | | | | * | | * |
| A3. The management of healthcare organisation and delivery in general terms, but also a more detailed understanding in some selected areas identified though specific modules which are at the forefront of national and international policy agendas. | | | | * | * | * | | * | * | | * | | | * | | * | | * | * | * | * |
| A4. The role of patient/service user experience and citizenship in the design, delivery, research and analysis of modern health care systems both nationally and internationally. | * | * | | | | | | * | * | | * | | | | | * | | | * | * | * |
| A5. The main methodologies and analytical technologies used to understand and research | * | * | * | | | | * | | | * | | * | | * | * | | * | * | | | * |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|--|---|---|--|---|---|---|---|--|---|---|---|---|---|---|---|---|
| healthcare design, delivery and innovation | | | | | | | | | | | | | | | | | | | | | |
| A6. The ethical and practical research issues common to conducting research within these core and specialist areas. | * | | * | | | | * | | | * | | * | | | * | | * | | | | |
| A.7. The ethical issues associated with decision making around policy and service delivery. | | * | | * | | * | | | * | | * | | | * | * | * | * | * | * | * | * |

| SUBJECT SPECIFIC INTELLECTUAL AND RESEARCH SKILLS | Module learning outcomes/content addressing programme aims | | | | | | | | | | | | | | | | | | | | | |
|--|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------------------|------------------------|----------|----------|----------|----------|----------|----------|----------|---|
| | HMPR1001 | HMPR1002 | HMPR1003 | HMPR1005 | HMPR1004 | HMPR1006 | HMPR2001 | HMPR2002 | HMPR2003 | HMPR2004 | HMPR2005 | HMPR2006 | Placement Preparation | Placement & Assessment | HMPR3001 | HMPR3002 | HMPR3003 | HMPR3004 | HMPR3005 | HMPR3006 | HMPR3007 | |
| B1. Obtain, summarise and synthesise material relating to healthcare system design, delivery and policy from a range of appropriate sources; | * | * | | * | * | * | | * | * | | * | | | | * | * | * | * | * | * | * | * |
| B2. Recognise the contribution of social science perspectives underpinning understanding of healthcare systems design, delivery and policy. | * | * | | * | * | * | | | * | | * | | | | * | * | * | * | * | * | * | * |
| B3. Assess healthcare system design, delivery and policy using appropriate conceptual and theoretical perspectives and relevant evidence; | | * | * | | | * | | * | * | | * | | | | | | | * | * | * | * | * |
| B4. Produce reasoned arguments, justifying conclusions by reference to appropriate theoretical frameworks and/or supporting evidence. | * | * | | * | * | * | * | * | * | * | * | * | | | * | * | * | * | * | * | * | * |
| B5. Understand and formulate informed research questions relating to healthcare system design, delivery and policy; | * | | | | | | * | | | | * | * | | | * | | * | | | | | |
| B6. Plan and conduct research using appropriate research methodologies to answer research questions; | * | | * | | | | * | | | * | * | * | | | * | | * | | | | | |
| B7. Analyse data including secondary data to answer research questions | * | * | * | | | | * | | | * | * | * | | | * | | * | | | * | * | * |

| | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|--|---|---|---|--|--|---|---|---|---|---|---|---|
| B8. Report and explain research findings, assessing the theoretical and methodological frameworks used to produce these and drawing out appropriate conclusions and recommendations. | * | * | | | | | * | * | | * | * | * | | | * | * | * | * | * | * | * |
| B9. Analyse the ethical implications of your own research and that of others; | * | * | | | | | * | | | * | * | * | | | * | | * | | * | * | * |
| B10. Present scholarly work using appropriate formats and conventions. | * | * | * | | * | * | * | * | | * | * | * | | | * | * | * | * | * | * | * |

| TRANSFERABLE AND/OR GENERIC SKILLS | Module learning outcomes/content addressing learning outcomes | | | | | | | | | | | | | | | | | | | | |
|---|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------------------|------------------------|----------|----------|----------|----------|----------|----------|----------|
| | HMPR1001 | HMPR1002 | HMPR1003 | HMPR1005 | HMPR1004 | HMPR1006 | HMPR2001 | HMPR2002 | HMPR2003 | HMPR2004 | HMPR2005 | HMPR2006 | Placement Preparation | Placement & Assessment | HMPR3001 | HMPR3002 | HMPR3003 | HMPR3004 | HMPR3005 | HMPR3006 | HMPR3007 |
| C1. Communicate ideas and arguments in a variety of written formats; | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| C2. Communicate ideas and arguments orally and in the context of formal presentations; | * | * | * | * | * | | * | * | * | | | * | | * | | * | * | | | | * |
| C3. Use statistical and qualitative techniques and associated software packages to analyse and evaluate evidence; | | | * | | | | * | | * | | | * | | | * | | * | | | | |
| C4. Identify, select and draw upon a range of sources of printed, electronic and other material as a means to the development and presentation of arguments and evidence; | * | * | * | * | * | * | * | * | * | * | * | * | | | * | * | * | * | * | * | * |
| C5. Work both individually and as part of a team in the investigation of problems, and in the presentation of arguments and evidence. | | * | * | | * | | * | * | | * | * | * | | * | * | * | * | * | * | * | * |
| C6. Manage work effectively with due attention to time and resources | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | * | * | * | * | * | * |
| C7. Engage effectively in the recruitment process with skills in CV writing, finding work opps, writing job applications and succeeding at interviews. | | | | | * | | | | | | | | * | | | | | | | | |

Mapping of assessments to each module

| Module Code | Module Title | Coursework 1 | Coursework 2 | Exam |
|--------------------|---|---|---|---------------------------|
| HMPR1003 | Introduction to quantitative methods – Evidence for Answers | Worksheets and seminar solution presentations 40% | Quantitative Analysis Report 60% | |
| HMPR1002 | On the Social Science of Healthcare | Seminar based work activities 15% | Consultation document 85% | |
| HMPR1004 | Organisational behaviour and human resource management | Reflective report on team and leadership skills 50% | | 2 hour exam 50% |
| HMPR1001 | Doing Research in Healthcare 1: Literature Review (Semester 1) | 500 word search strategy 10% | 1000 word In-depth critical appraisal 30% | |
| HMPR1005 | Health, Society and Public Policy | Essay plan and seminar presentation 10% | 2500 word essay 90% | |
| HMPR1006 | Health Economics | Worksheet 25% | 2000 word essay 75% | |
| HMPR1001 | Doing Research in Healthcare 1: Literature Review (Semester 2) | 500 word plan for literature review 10% | 3000 word Literature review 50% | |
| HMPR2003 | Data analysis in the context of Healthcare – Management, Policy and Research | Five summative worksheets. 100% | | |
| HMPR2002 | Creative Innovation and Improvement | Group presentation 50% | 2000 word essay 50% | |
| HMPR2005 | Comparative Healthcare systems and the policy process | Essay plan and seminar presentation 10% | 2500 word essay 90% | |
| HMPR2001 | Doing Research in Healthcare 2: Research design, data collection and analysis | Group Presentation 50% | 2000 word Statistical report 50% | |
| HMPR2004 | Placement Preparation | Confirmation of placement offer for 32 weeks employment 100% | | |
| HMPR2005 | Introduction to Healthcare Informatics | 3000 word case study report 100% | | |
| HMPR2006 | Qualitative Research – When numbers will not do! | Group research topic presentation 25% | Qualitative research report 75% | |
| HMPR2000 | Work Placement | Reflective log of work based learning | Conference presentation of a work activity | |
| HMPR3002 | Leadership and its application to Health Care | Position Paper 20% | 2500 word essay 80% | |
| HMPR3003 | Analysing Complexity: Combining research methods to design and evaluate innovation in Health Services | Completion of learning tasks and presentation of output within workshops 5% | 3000 word assignment 95% | |

| | | | | |
|----------|--|---|--|---|
| HMPR3004 | Healthcare Innovation | | | 2 x multiple choice tests 10% each 1 x 2 hour seen examination 80% |
| HMPR3001 | Doing Research in Healthcare 3: Research Project | 10,000 word dissertation or a 10000 word research proposal for submission to the ESRC 100% | | |
| HMPR3007 | Governance in Action | 2000 word critical Review 100% | | |
| HMPR3006 | Decision Making in Healthcare | 3000 word decision analysis 100% | | |
| HMPR3005 | Applied Healthcare Research in Policy and Practice | 3000 word case study portfolio 100% | | |

Appendix 2 (BSc Healthcare Management Policy and Research):

Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|--|---------------|---|
| Stationery | N/A | You will be expected to provide your own day-to-day stationary items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile. |
| Textbooks | N/A | Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module. |
| Printing and Photocopying Costs | N/A | In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/i-solutions/services/copying_for_students_and_visitors/faq.php#594 |
| Placements (including Study Abroad Programmes) | Accommodation | Students will be responsible for their accommodation costs during their placement year. |
| | Travel costs | Students will be responsible for all travel costs during their placement year. |
| | Other | Students are also responsible for all costs and expenses associated with placement interviews. |
| Optional Visits (e.g. museums, galleries) | N/A | All students will be offered the chance to work with a workplace mentor. Mentoring meetings can be carried out |

| Main Item | Sub-section | PROGRAMME SPECIFIC COSTS |
|-----------|-------------|--|
| | | via Skype or phone. If you wish to meet your mentor in person you will be responsible for your own travel costs. |