

# Module Guide

**BSc (Hons) Health and Social Care:  
Administration and Management**

**Managing People**

**HSC\_5\_001**

**Institute of Vocational Learning**

**Level 5**

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## 1. MODULE DETAILS

<b>Module Title:</b>	Managing People
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	HSC_5_001
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	39
<b>Private Study Hours:</b>	161 (Blended Learning: 26 Student managed learning hours: 135 hours)
<b>Pre-requisite Learning (If applicable):</b>	Successfully completed Year 1 BSc (Hons) Health and Social Care: Administration and Management or awaiting outstanding results. Not applicable to part time students
<b>Co-requisite Modules (If applicable):</b>	Not applicable
<b>Course(s):</b>	BSc (Hons) Health and Social Care: Administration and Management
<b>Year and Semester</b>	Year 2 Semester 1
<b>Module Coordinator:</b>	Sarah Houghton
<b>MC Contact Details (Tel, Email, Room)</b>	02078158124 <a href="mailto:Houghts2@lsbu.ac.uk">Houghts2@lsbu.ac.uk</a> V503
<b>Teaching Team &amp; Contact Details (If applicable):</b>	Janice Jones (Course Director)
<b>Subject Area:</b>	Health and Social Care
<b>Summary of Assessment Method:</b>	Two Hour seen written examination paper
<b>External Examiner appointed for module:</b>	Jo Lay Senior Lecturer, University of Leeds

## 2. SHORT DESCRIPTION

This module introduces students to the complexity of managing people within statutory and voluntary organisations.

## 3. AIMS OF THE MODULE

This module provides the students with the knowledge and skills needed to manage people within organisations. It addresses the changing needs of services, the people and need to respond to rapidly changing service requirements. It will also enable students to explore the demands that managing people may place on all concerned and how to effectively manage it according to evidence based approaches.

## 4. LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

- Describe different management styles.
- Explain the role of the manager in managing people.

### 4.2 Practical Skills

- Develop a logical process to dealing with people and systems
- Able to deal with stressful situation, remaining calm under pressure
- Apply appropriate solutions to problems

### 4.3 Transferable Skills

- Develop analytical thinking skills to deal with everyday issues relating to management.

## 5. ASSESSMENT OF THE MODULE

### **Formative assessment:**

Formative assessment for this module consists of completion of a range of blended learning and e-learning activities and a Mock Examination.

### **Summative Assessment:**

This assessment will consist of a two hour seen examination paper covering all learning outcomes for the module (One element of assessment with 100% weighting and 40% pass mark).

This will take place in the week commencing Monday 15<sup>th</sup> January 2018 and students must be available to sit this examination at the time.

Feedback available to students via VLE Moodle on the week beginning 5<sup>th</sup> February 2018

Final results will be released following the Subject Examination Board which sits week beginning 12<sup>th</sup> February 2018.

Resubmission date: For students who are referred the re-sit examination will take place in the week of 9<sup>th</sup> April 2018 and students are advised to keep this date available until their results are known. The exact date will be dependent upon the number of students needing to re-sit the examination and the availability of appropriate rooms, confirmation of the date will be made as soon as possible.

## 6. FEEDBACK

Feedback will normally be given to students 15 working days after the final submission of an assignment or as advised by their module leader. General feedback, applying to all students, will also be placed on the module VLE site within 15 working days.

## 7. INTRODUCTION TO STUDYING THE MODULE

### 7.1 Overview of the Main Content

- Examination techniques, revision and planning
- What is people management within health and social care
- Professional boundaries
- Management styles
- Managing equality, diversity and rights.
- Selection and recruitment
- Motivation theory
- Managing rewards, remuneration
- Employee training and development
- Employee relations, mediation, the role of Trade Unions and ACAS, Health Service Ombudsman
- Capability, discipline and grievance procedures

### 7.2 Overview of Types of Classes

Core lecturers will be given to students relating to the key concepts underpinning this module. Students will be encouraged to engage in group discussions, tutorials, self-directed study, seminars, group work and activities both in the classroom and virtual learning environment (VLE). Blended learning will be incorporated into the teaching and learning methods of this course.

## 7.3 Importance of Student Self-Managed Learning Time

Student responsibility in the learning and development process will be emphasised. Students are required to undertake directed self-study and prepare solutions/discussions to questions relative to various topic areas. Students will be encouraged to identify problems and/or challenging situations pertinent to the topic of study, and use seminar discussions, where appropriate, for the resolution of these. It is paramount that students regularly access the Moodle site for this module download the class/lecture materials from the Moodle site, and do the recommended reading, before each class/lecture. Where appropriate, students are also expected to download the relevant seminar questions and review them in advance of each seminar in order to derive maximum benefit from seminar time. The programme of teaching, learning and assessment gives guidance on the textbook reading required for each week, the purpose of which is to encourage further reading both on and around the topic.

## 7.4 Employability

This module is designed to provide students with a detailed understanding of the knowledge and skills required to manage people within health and social care services. It links theory with practice, thus providing the students with practical knowledge and key employability qualities.

# 8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

SEMESTER 1		
WEEK	TOPIC	READING (CORE TEXT)
1 28 <sup>th</sup> September 2017	<p><b>Examination techniques, revision and planning</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse their strengths and weaknesses in relation to time management</li> <li>Develop a study skills/revision planner</li> <li>Discuss a range of revision techniques.</li> <li>Explore the University regulations relating to examination procedures</li> <li>Discuss how to prepare for and sit an examination for their maximum benefit.</li> </ul>	<p>Borkowski, N. (2011) <i>Organizational behaviour in health care</i>. Sudbury, Mass: Jones and Bartlett Publishers</p> <p>Burnham, J. and Horton, S. (2013) <i>Public management in the United Kingdom: a new introduction</i>. Basingstoke: Palgrave Macmillan</p>
2 5 <sup>th</sup> October 2017	<p><b>Professional boundaries</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse the concept of professional boundaries and why we have them</li> <li>Explore the relevant legislation that relates or links to professional boundaries</li> <li>Apply techniques for creating and maintaining healthy professional boundaries</li> </ul>	<p>Huczinski, A. and Buchanan, D. (8<sup>th</sup> ed.) (2013) <i>Organisational behaviour: an introductory text</i>. Harlow: Pearson Education</p>
3 12 <sup>th</sup> October 2017	<p><b>People management within health and social care</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Compare and contrast theoretical basis of developing and managing people.</li> <li>Analyse models and methods of communication, personal and people development and teams</li> <li>Discuss methods used to develop capacity, capability and performance in individuals and teams</li> </ul>	<p>Miles, J. A. (2012) <i>Management and organisational theory: a Jossey-Bass reader</i>. San Francisco, CA.</p>

	<ul style="list-style-type: none"> <li>Utilise effective people management to enhance health and/or social care provision</li> </ul>	Murray, K. (2013) <i>The language of leaders: how top CEOs communicate to inspire, influence and achieve results</i> . London: Kogan Page Ltd.
4 19 <sup>th</sup> October 2017	<p><b>Team and team dynamics</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Discuss the concept of teams in health and social care</li> <li>Discuss models of team working</li> <li>Analyse methods of conflict management</li> <li>Utilise a model of team dynamics and apply its relevance to potential working areas</li> </ul>	Murray, K. (2014) <i>Communicate to inspire: a guide for leaders</i> . London: Kogan Page Ltd.
5 26 <sup>th</sup> October 2017	<p><b>Management styles</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the concept of leadership theories and leadership styles in health and social care</li> <li>Discuss a model of team dynamics and appraise its relevance to own professional development</li> <li>Apply concept of performance management to their role in a range of health care settings focusing on solutions</li> </ul>	Scott, V. (2009) <i>Conflict Resolution at Work for Dummies</i> . Hoboken, NJ: John Wiley & Sons, Inc.
6 2 <sup>nd</sup> November 2017	<p><b>Equality, diversity and rights</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse the benefits of understanding equality and diversity in the context of health and social care</li> <li>Explore national initiatives for the promotion of anti-discriminatory practice at work</li> <li>Discuss methods of promoting anti-discriminatory practice within health and social care</li> </ul>	Walton, J and Valentin, C. (2014) <i>Human resource development: practices and orthodoxies</i> . Hampshire: Palgrave Macmillan
7 9 <sup>th</sup> November 2017	<p><b>Selection and recruitment</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse underpinning legislation that regulates the selection process in health and social care</li> <li>Explore the factors needed to ensure an effective induction process that meets organisational and individual needs</li> <li>Apply key considerations for a sound selection and recruitment process</li> </ul>	
8 16 <sup>th</sup> November 2017	<p><b>Motivation theory</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse the main theories of motivation</li> <li>Explore what motivates health workers and the most common challenges for managers in health and social care</li> <li>Discuss and utilise motivation strategies for managers in seeking to help motivate individuals</li> </ul>	
9 23 <sup>rd</sup> November 2017	<p><b>Managing rewards and remuneration</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse the concept of reward and compensation in health and social care organisations</li> <li>Explore the relationship between the human resource function and payroll administration</li> <li>Discuss the rationale behind different compensation packages</li> <li>Analyse the link between pay and performance</li> </ul>	
10 30 <sup>th</sup> November 2017	<p><b>Employee training and development</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse the Continuous Professional Development (CPD) responsibilities of employers and individuals</li> <li>Explore barriers to CPD and how they can be overcome within healthcare organisations</li> </ul>	

	<ul style="list-style-type: none"> <li>Compare and utilise strategies to boost employee engagement and performance</li> </ul>	
11 7 <sup>th</sup> December 2017	<p><b>Employee relations, mediation, the role of Trade Unions and ACAS, Health service Ombudsman</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Explore the meaning of employee relations and the essential elements of an effective employee relations program</li> <li>Analyse the role of trade union in the workplace and the Advisory, Conciliation and Arbitration Service (ACAS)</li> <li>Analyse the role of the Parliamentary and Health Service Ombudsman in healthcare</li> </ul>	
12 14 <sup>th</sup> December 2017	<p><b>Formative assessment</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Undertake a practice examination in preparation to summative assessment</li> </ul>	
13 11 <sup>th</sup> January 2018	<p><b>Capability, disciplinary and grievance procedures</b></p> <p>Students will have an opportunity to:</p> <ul style="list-style-type: none"> <li>Analyse statutory requirements relating to disciplinary and grievance issues</li> <li>Explore what constitutes reasonable behaviour when dealing with disciplinary and grievance issues</li> <li>Discuss and utilise disciplinary and grievance procedures</li> </ul> <p><b>Module evaluation</b></p> <p>The student will be able to</p> <ul style="list-style-type: none"> <li>Meet the University requirements to provide feedback in relation to the content and delivery of this module.</li> </ul>	

## 9. STUDENT EVALUATION

This is the first time this module has run there is therefore no student evaluation to record. Student feedback and comments are taken seriously and where appropriate used to amend the module and its contents in order to make the learning experience as useful and valuable and current as possible. Module evaluations are therefore, carried out.

## 10. LEARNING RESOURCES

### Useful Websites

- <http://www.acas.org.uk>
- <http://www.cipd.co.uk>
- <http://www.rcn.org.uk>
- <http://www.unison.org.uk>
- <http://www.cqc.org.uk>
- <http://www.scie.org.uk>

### Legislation

- Sex Discrimination Act 1975 (as amended)
- Race Relations Act 1976 & Amendment 2000
- Disability Discrimination Act 1995

- Rehabilitation of Offenders Act 1974
- Religion or Belief Regulations 2003
- Sexual Orientation Regulations 2003
- Age Discrimination Regulations (2006)
- Employment Rights Act 1996
- Equal Pay Act 1970 (as amended)
- Human Rights Act 1998
- Part-time Workers Directive 1999
- Employment Act 2002
- EU Directives and Legislation
- Single Equality Act 2010