



EduQual Award / EduQual Certificate / EduQual Diploma in Healthcare Management (SCQF Level 8)

QUALIFICATION SUMMARY

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1 Introduction and Summary

The EduQual Award / EduQual Certificate / EduQual Diploma in Healthcare Management (SCQF Level 8) is a Qualification equivalent to a Regulated Qualifications Framework (RQF) Qualification at Level 5. It offers Learners the knowledge and skills needed to develop an understanding of the models, tools and techniques used in the field of Healthcare Management. The Qualification is linked to the National Occupational Standards in Management and Learners will be able to develop the competencies they need to enter work at management level in the healthcare sector.

Learners completing the EduQual Award / EduQual Certificate / EduQual Diploma in Healthcare Management may be able to progress onto a university honours degree in Healthcare Management.

The Qualification has been produced to conform to the requirements of the SCQF and the RQF.

2 Aims

The aims of this Qualification will enable Learners to:

- Build a coherent and sound foundation in healthcare management, at a level equivalent to a Higher National EduQual Diploma, enabling graduates to choose from a wide range of career options internationally within healthcare organisations
- Pursue a specialist interest in healthcare management and relate this expertise to professional requirements and codes of conduct in line with the National Occupational Standards (NOS)
- Develop a wide range of intellectual and analytical abilities relevant to health care, including those of critical thinking and analytical decision making
- Develop and practice the transferable skills necessary for continual personal development and to respond positively to change during careers in healthcare management
- Discuss terminology, concepts, principles and techniques as utilised in healthcare management
- Explain the importance of the social, political, ethical, technological, environmental and global contexts in which healthcare business organisations operate and to support small- and medium-sized business enterprise (SME) decision making
- Develop the attitudes, skills and abilities necessary to work in an international healthcare business context and an awareness and appreciation of different cultural values
- Prepare for further studies at Honours degree level.

3 Teaching, Learning and Assessment

Teaching and learning will be undertaken using a range of face-to-face learning, whether online or through tutor directed study, lectures, seminars and tutorials. Learners will be encouraged to develop their skills in self-directed learning, which will take place outside the formal classroom environment. Formative assessments will arise through projects, case studies, research and testing wherever appropriate.

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Summative assessment will be through responses to assignments enabling Learners to demonstrate their understanding of the subjects they have studied.

4 Entry Requirements

Prospective Learners for this Qualification are expected to have:

- GCSE in English and Mathematics (Grade C or above) or equivalent
- 200 points from two subjects at GCE A-Level or equivalent
- Equivalent Qualification(s) will be considered

Applications from mature Learners and those offering Qualifications other than GCE A-Levels are welcomed and will be considered on an individual basis.

Applicants for whom English is not a first language will be expected to demonstrate a certified level of proficiency of at least IELTS (International English Language Testing System) 6 or above.

In exceptional circumstances and at the discretion of the Centre, Learners who do not have any of the prescribed entry requirements may still be permitted to study for the Qualification, provided that in the Centre's judgement, the Learner has the potential to complete the Qualification successfully. Centres should consult the Access and Recruitment Section of the Qualification Specification document.

5 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a Unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

EduQual encourages Centres to recognise Learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology.

6 Progression

Holders of the EduQual Qualifications in Healthcare Management (SCQF Level 8) may be considered (by UK Higher Education Institutions e.g. universities) for progression, with advanced standing (academic credit), onto Bachelors (Hons) degree programmes.

7 Curriculum

The structures for the EduQual Award / EduQual Certificate / EduQual Diploma in Healthcare Management (SCQF Level 8) are shown in the tables below.

EduQual Award in Healthcare Management (SCQF Level 8)

The EduQual **Award** in Healthcare Management (SCQF Level 8) comprises **600** notional hours of learning (**60** credits). Learners must complete **ALL** Units.

EduQual has provided **TWO** combined assignment briefs to address the assessment of all four Units. Centres wishing to vary this strategy must contact EduQual for advice and guidance.

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ¹)	EQF ²
1	The Healthcare Business Environment	15	8	4	5
2	Operations Management for Healthcare Organisations	15	8	5	5
3	Health and Safety for Health Professions and Organisations	15	8	5	5
4	Resource Management in Healthcare Organisations	15	8	5	5

¹ [Ofqual Regulated Qualifications Framework](#)

² [European Qualifications Framework](#)

EduQual Certificate in Healthcare Management (SCQF Level 8)

The EduQual **Certificate** in Healthcare Management (SCQF Level 8) comprises **1200** notional hours of learning (**120** credits). There are **FOUR** mandatory Units (Units 1-4) and **TWELVE** optional Units. Learners must complete **ALL** mandatory Units, plus a further **FOUR** optional Units, as shown in the table below.

EduQual has provided **TWO** combined assignment briefs to address the assessment of Units 1-4. We have further provided a collection of 'Assessment Elements' which provide the basic structure that Centres can use to construct assignment briefs for their choice of optional Units. Centres would then only need to develop appropriate scenarios for each assessment task. EduQual recommends a combined assignment approach, incorporating two or more elements, thus reducing the overall assessment burden on Learners.

Unit	Unit title	Mandatory (M) / Optional (O)	SCQF credits	SCQF level	Equivalent level	
					Ofqual (RQF ³)	EQF ⁴
1	The Healthcare Business Environment	M	15	8	4	5
2	Operations Management for Healthcare Organisations	M	15	8	5	5
3	Health and Safety for Health Professions and Organisations	M	15	8	5	5
4	Resource Management in Healthcare Organisations	M	15	8	5	5
5	Communication in Healthcare Organisations	O	15	7	4	5
6	Promoting Equality, Diversity and Inclusion in Healthcare Organisations	O	15	8	5	5
7	Personal Development in Healthcare Organisations	O	15	8	5	5
8	Strategic Management for Healthcare Organisations	O	15	8	5	5
9	Accounting for Healthcare Organisations	O	15	7	4	5
10	Business Analysis for Healthcare Organisations	O	15	7	4	5
11	IT for Healthcare Organisations	O	15	7	4	5
12	Law for Healthcare Organisations	O	15	8	5	5

³ [Ofqual Regulated Qualifications Framework](#)

⁴ [European Qualifications Framework](#)

Unit	Unit title	Mandatory (M) / Optional (O)	SCQF credits	SCQF level	Equivalent level	
					Ofqual (RQF ³)	EQF ⁴
13	Human Resource Management in Healthcare Organisations	O	15	8	5	5
14	People and Organisations	O	15	7	4	5
15	Team Management in Healthcare Organisations	O	15	8	5	5
16	Professional Supervision Practice in Healthcare Organisations	O	15	8	5	5

EduQual Diploma in Healthcare Management (SCQF Level 8)

The EduQual **Diploma** in Healthcare Management (SCQF Level 8) comprises **2400** notional hours of learning (**240** credits). Learners must complete **ALL** Units.

EduQual has provided **TWO** combined assignment briefs to address the assessment of Units 1-4. We have further provided a collection of 'Assessment Elements' which provide the basic structure that Centres can use to construct assignment briefs for their choice of optional Units. Centres would then only need to develop appropriate scenarios for each assessment task. EduQual recommends a combined assignment approach, incorporating two or more elements, thus reducing the overall assessment burden on Learners.

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ⁵)	EQF ⁶
1	The Healthcare Business Environment	15	8	4	5
2	Operations Management for Healthcare Organisations	15	8	5	5
3	Health and Safety for Health Professions and Organisations	15	8	5	5
4	Resource Management in Healthcare Organisations	15	8	5	5
5	Communication in Healthcare Organisations	15	7	4	5
6	Promoting Equality, Diversity and Inclusion in Healthcare Organisations	15	8	5	5
7	Personal Development in Healthcare Organisations	15	8	5	5
8	Strategic Management for Healthcare Organisations	15	8	5	5
9	Accounting for Healthcare Organisations	15	7	4	5
10	Business Analysis for Healthcare Organisations	15	7	4	5
11	IT for Healthcare Organisations	15	7	4	5
12	Law for Healthcare Organisations	15	8	5	5
13	Human Resource Management in Healthcare Organisations	15	8	5	5

⁵ [Ofqual Regulated Qualifications Framework](#)

⁶ [European Qualifications Framework](#)

Unit	Unit title	SCQF credits	SCQF level	Equivalent level	
				Ofqual (RQF ⁵)	EQF ⁶
14	People and Organisations	15	7	4	5
15	Team Management in Healthcare Organisations	15	8	5	5
16	Professional Supervision Practice in Healthcare Organisations	15	8	5	5

8 National Occupational Standards (NOS)

Some Units in the EduQual Award / EduQual Certificate / EduQual Diploma in Healthcare Management relate to the National Occupational Standards for management. For more information on how these Units relate to NOS Units in management, please refer to the Qualification specification.

9 Learning / teaching methods and strategies

The Learning Outcomes will be achieved by the use of the following learning and teaching methods and strategies:

- A variety of teaching and learning strategies, including lecture, seminar, case study and video
- Team teaching on specific modules to foster integration between various aspects of healthcare management
- Independent and group activities (class and non-class based) through which good practice can be shared and exchanged
- Live and simulated case studies
- Speakers and subject specialists
- Personal and professional self-reflection, including feedback from colleagues and superiors
- The creation of a learning environment that fosters debate and constructive argument
- Units which encourage Learners to assess theory and leading-edge practice, with a view to creating new concepts and practices for the future
- Practical projects which foster originality of thought and enterprise
- Learner Management Systems (online platforms for delivering, tracking, and managing educational courses or training programmes)

10 Assessment Methods and Strategies

The following assessment strategies will be adopted to achieve the Learning Outcomes:	
Assessments in the form of management reports with a strong practical and professional orientation to the workplace may include:	
•	Case studies which examine key strategic issues within healthcare management
•	Group presentations which present arguments in a coherent and insightful manner
•	Project work carried out and reported upon based on work experience
Formative assessment may include:	
•	Peer review of work between individuals and groups
•	Material presented in class – either individually or as a group – where clarity of argument and evidence is supported with appropriate references
•	Feedback in class situations on topics of current interest
•	Evidence of breadth of research, including internet sources, where appropriate to the curriculum topics covered
Summative assessment may be by assignment which may include work such as:	
•	Observation of performance in the work environment
•	Examining products of work, such as: ○ Individual or group presentations which coherently and concisely present analysis of healthcare management issues ○ Examination (seen or unseen) ○ Coursework assignments (including problem solving activities, simulations, consultancy projects, individual and group reports, as well as more conventional written forms such as essays and other discursive assignments)
•	Questioning the Learner
•	Reflective forms of assessment (e.g. portfolios, Learner logs, and peer engagement).