

PROGRAMME SPECIFICATION DOCUMENT

1. Qualification BA and BA Honours	2. Programme Title Health Studies	3. UCAS Code Not applicable	4. Programme Type Part-time modular (Continuing Professional Development)																				
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The BA in Health Studies is a part time academic modular programme designed to enable health care professionals as part time students, to select and plan, on the basis of structured guidance from academic staff, an individual programme of study which meets their needs and enables them to achieve the aim of becoming a more reflective, knowledgeable and skilled practitioner. The programme aims to enable students to acquire and demonstrate:</p> <ol style="list-style-type: none"> 1. Enhanced critical awareness of current issues within health studies and health care practice. 2. In-depth knowledge of a range of health studies/care topics and an understanding of the principles and theories which underpin them. 3. High levels of proficiency, as opportunities afford, in the key skills commensurate with their individual personal and professional developmental planning needs; including team skills, problem solving, numeracy, oral and written communication skills, and Information and Communication 4. An ability to write essays and professional reports to graduate standard. 5. The ability to take responsibility for the extension of their own learning and to exercise independent judgement in the investigation, analysis and evaluation of health care fields that they perceive as relevant to their own practice. 6. Apply knowledge and reflect on experience in the independent critical analysis and evaluation of health care practice. 																							
<p>6. What a graduate should know and be able to do on completion of the programme</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Understanding of health issues and policies; ability to critically evaluate theoretical frameworks and apply them to the understanding of professional practice, informed by social science perspectives; awareness of contextual issues surrounding health care practices.</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Thinking and information processing skills: Scanning and holding; Inferring; Remembering; Generating and classifying; Ordering and relating; Problem solving Reflectiveness</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Subject-specific practical/professional skills:</u></p> <p>Health promotion; reflective practice; applying models of nursing; analysing patterns of relating, helping and communicating, .</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p><u>Communication skills</u></p> <p><u>Numeracy:</u> <u>Using information and communication technology</u> <u>Learning how to learn</u> <u>Engage in and direct personal development activities</u></p> </td> </tr> </table>				<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>Understanding of health issues and policies; ability to critically evaluate theoretical frameworks and apply them to the understanding of professional practice, informed by social science perspectives; awareness of contextual issues surrounding health care practices.</p> <p><u>Cognitive skills in the context of the subject(s)</u></p> <p>Thinking and information processing skills: Scanning and holding; Inferring; Remembering; Generating and classifying; Ordering and relating; Problem solving Reflectiveness</p>	<p><u>Subject-specific practical/professional skills:</u></p> <p>Health promotion; reflective practice; applying models of nursing; analysing patterns of relating, helping and communicating, .</p> <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p><u>Communication skills</u></p> <p><u>Numeracy:</u> <u>Using information and communication technology</u> <u>Learning how to learn</u> <u>Engage in and direct personal development activities</u></p>																		
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8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units

Part I

This programme is designed to allow qualified health care professionals to continue studies into their professional practice to degree level. As a continuing professional development scheme such students gain credits for previous study undertaken to gain professional qualifications. The course taken by students can typically vary from one taking 120 CATS points (cps) for further study for those with the RGN to one of 240 credit points for those with the Diploma in Professional Studies. Students can take up to 6 years to complete their studies for the honours award. It is structured to allow students to take the award of Diploma (240 cps) or a BA (300 cps) or a BA Honours (360 cps) in Health Studies with modules sized at 20 cps except for the dissertation module which is rated at 40 cps.

Part II

	<u>Core Modules</u>	<u>Optional Modules</u>	<u>Project Work</u>
H3 Honours Modules	Health Studies for Practice (a compulsory core planning module for students entering at level 3)	Organisational Management A and B Theories of Counselling and Psychotherapy Health Promotion Health Care of the Older Person Health Care Ethics in a High Technology Environment Mental Health Perspectives Challenges to Communication in Health Care Relationships Gender and Health A Legal Framework for Caring Preparation for mentorship Managing clinical care: <ul style="list-style-type: none"> • Diabetes • Wound care/ tissue viability • Sexual health • Palliative Care • Coronary Heart Disease • Respiratory Care Family Centred Health and Social Care Community Public Health and Development Multidisciplinary End of Life Care Collaborative working for Health Improvement Safeguarding Children Leading and managing Teams	Is undertaken as a dissertation which is compulsory. The Open Module is optional.
H2 Honours Modules	Health Studies for practice (a compulsory core planning module for students entering at level 2)	Research Methods Counselling Skills Sociology of Health Ethical Issues in Health Care Psychology and Health Primary Health Care Multidisciplinary End of Life Care Sexual Health	The Open Module is optional
Part I (Level 1)			
First Year	Advanced standing given	Advanced standing given.	Advanced standing given
9. Learning, Teaching and Assessment Strategy <u>Learning and Teaching Methods</u>	10. Other Information (including compliance with relevant Institute policies)		

A wide range of methods are used across the programme ranging from didactic teaching, student led group work, student led seminars, team teaching, group work, simulations. Learning can vary from individualised to group involvement, independent, resource based and reflective. All of these will be informed by an andragogical approach.

Assessment Methods

All assignments are based on course work. These will vary from academic essays to practice related essays and extended essays..

Assessment Classification System

All Level 2 and 3 modules are assessed on a graduated criteria ranging from 70 % plus for first class work to 40% for borderline pass.

Honours Classification Bands

Work judged to be First quality: 70+
 Work judged to be Upper Second quality: 60 – 69%
 Work judged to be Lower Second quality:50-59%
 Work judged to be Third quality: 40 – 49

Date programme first offered: September 1991

Admissions Criteria

Professionally recognised Health Care Professionals

Non Standard Entry: Does not apply as all entrants must be recognised professionals.

Indicators of Quality and Standards :

1. Formal validation where a panel composed of independent internal and external representatives approved the curriculum submitted against its set of standard criteria as applied to all such degree scheme proposals.
2. An external examining system whereby all student work and teaching is monitored by a team of external examiners.
3. Regular dialogue with health service managers on the development of such courses.
4. Peer observation of teaching.
5. Student evaluations linked to action plan where there is a need to change practice.
6. Annual formulation and monitoring of quality enhancement plan from previous year.
7. QAA review – which achieved a maximum grading of 24 points in 2000.
8. Internal programme review informed by the Subject Review 2001