



University of Central Lancashire

Course Handbook

MSc in Health Informatics

*Incorporating the target and exit awards of
University Certificate in Health Informatics
Postgraduate Certificate in Health Informatics
Postgraduate Diploma in Health Informatics
Postgraduate Certificate in Health Research Methods*

2019/20

Course Leader: John Howard

School of Health Sciences

Other relevant documents are available in Student Common Room of eLearn



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

COURSE SUBJECT TO CHANGE

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

*subject to reapproval

Contents

- 1 Welcome to the Course**
- 2 Structure of the Course**
- 3 Approaches to teaching and learning**
- 4 Student Support**
- 5 Assessment**
- 6 Classification of Awards**
- 7 Student Feedback**
- 8 Appendices**
 - 8.1 Programme Specification(s)**

1. Welcome to the course

Welcome to the student handbook for the Postgraduate Health Informatics and Research Methods courses for 2018-19. This handbook applies to all students studying in the Academic Year 2018-19.

The Health Informatics course team welcomes both new and returning students to this course embodying over ten years' work in health informatics education and research. We look forward to a productive year for you all whilst recognising that postgraduate study places demands on students and requires great commitment. The course team wish you every success in the forthcoming year.

This handbook includes important information for all students studying with us in distance learning mode. You are advised to read it carefully to acquaint yourself with the nature and content of the course. Additional information will be provided throughout the course that you should also read carefully.

If you are unsure about anything relating to the course please consult your module tutor or the course leader. You can contact them electronically or by telephone. If they are not available messages may be left in the School office where the administrative staff will be able either to give you information about how and when they can be contacted or to put a message in the staff pigeonholes.

Staff will also be pleased to hear your comments on the course. There will be regular formal opportunities for student feedback but it is important that you also use the informal channels so that any problems can be dealt with quickly. The course leader's email will normally be checked every 24 hours and this is the preferred mode of contact.

It is IMPORTANT that all students make you aware of the information contained within this handbook. Please read it before you start the course.

Any amendments to the course information/handbook will be posted on eLearn.

PLEASE REMEMBER THIS HANDBOOK IS PRODUCED IN MAY 2017. eLearn will be more up to date. Students should familiarise themselves with all the information in the course documentation section of their eLearn area. In particular, students should refer to the sections of the School Handbook and University regulations where signposted in this handbook.

John Howard,

Course Leader.

1.1 Rationale, *The aim of the course*

The course aims to enable students to use, and critically evaluate the use of, information within a health and/or social care context. The course will enable students to show an in-depth critical understanding of concepts, methods and knowledge related to health informatics, to integrate and apply their understanding to the practice and problems of using health information and associated methods and technologies, to evaluate and develop their own practice, to analyse problems and opportunities, and initiate research studies leading to changes in practice, and to collect, use, analyse and present information, evaluate and use appropriate research methodologies. The course is distinctive in its focus on primary and community care, its strong basis in research and through a combination of learning and assessment styles closely linked to clinical and professional practice, but rooted in the

broader academic literature. Much of the material is also relevant to other sectors of health and social care.

The MSc includes a dissertation as an opportunity for students to demonstrate that they have integrated their learning from different elements of the course

Course learning outcomes

A. Knowledge and Understanding

- A1. To demonstrate knowledge of the role of information, information management and technology within health and social care
- A2. To demonstrate an appreciation of the political and professional context of health care
- A3. To demonstrate knowledge of the role of IM&T within health and social care and the related strategy documents, including coding, and information governance, and other specialised areas as determined by specific module choices
- A4. To demonstrate an appreciation of quantitative and qualitative research methods

B. Subject-specific skills

- B1 To be able to apply advanced IT skills including data modelling
- B2. To demonstrate an understanding of the need for, and the correct application of the coding of health information
- B3. To be able to develop an information strategy. To be able to carry out a systematic review and construct guidelines from systematic reviews by accessing the suitable resources
- B4. To be able to apply advanced IT skills in other specialised areas as determined by specific module choices

C. Thinking Skills

- C1. To demonstrate knowledge of computer concepts for the health or social care professional
- C2. To be able to apply the scientific paradigm and process in the construction of logical arguments and providing evidence for conclusions
- C3. To be able to evaluate health and social care research and data relating to it, and use this skill to prepare health and social research proposals.
- C4. To relate health informatics and quality assurance to the broader literature
- C5. To be able to evaluate reviews, protocols and guidelines
- C6. To be able to evaluate new technologies

D. Other skills relevant to employability and personal development

- D1. To demonstrate development of enhanced IT skills: word processing, electronic searching
- D2. To carry out research from a wide range of paper and electronic sources.
- D3. To demonstrate communication skills in a variety of media and formats e.g. presentation skills, report writing
- D4. To demonstrate the ability to work in a team or independently.
- D5. To manage projects and their own time

1.2 Course Team

The staff may be contacted by Email or phone. In the event of difficulties experienced in making contact, then please contact the School Office and ask them to make an appointment for either a face-to-face meeting or a telephone conference.

Subject Leader:	Beverley Ellis	bsellis@uclan.ac.uk	01772 892786
Course Leader:	John Howard	jhoward1@uclan.ac.uk	
Tutor:	Paul Reid	pjreid1@uclan.ac.uk	01772 893411
Tutor	James Hill	JEHill1@uclan.ac.uk	

1.3 Expertise of staff

Beverley Ellis:

Beverley commenced employment within the NHS in 1973, accepting an academic post at UCLan in 2002. Her background includes managing one of the first integrated primary health care teams that developed and utilised a unified electronic record. Beverley was also a member of the software development panel of one of the main GP system suppliers and is a Chartered IT Professional (MBCS CITP). She has represented Primary Care on a number of national programmes including NHS Number, National Strategic Tracing Service and Nursing Use of Emerging Technologies. Her interest in health informatics originates from the belief that integrated health and social care teams can provide more effective patient/client care through access to shared and integrated information, supported by technology.

Beverley has supported life-long learning and health informatics development throughout her career and continues to develop professional networks currently as an elected council member of UK Faculty of Health Informatics; Secretary, BCS Health Primary Healthcare Specialist Group, Member of IHM and Assist. She continues to develop web based and face-to-face communities of practice for health informatics learning, research and development.

Beverley was awarded the degree of Doctor of Philosophy, having completed PhD studies in 2008 (Governance of quality improvement programmes in two PCTs). A series of publications were published to disseminate the results of her research using a complex adaptive system theoretical framework, which helps to explain the findings. You can read these in the Journal of Informatics in Primary Care. Beverley professionally supports the development of health informatics competencies across the health and social care workforce via delivery of distance learning courses, which link to strategies that include National Occupational Standards (NOS) and Health Informatics Career Framework.

Beverley is currently External Examiner for IHRIM, NCCQ and University of Sunderland.

John Howard:

John's research interests include open systems data models and training needs analysis. He was the main researcher on the development of the EQQMM, the maturity model developed to analyse and improve equal opportunities policies and on the TNAMM training needs analysis tool. He has worked for the Czech Government helping to introduce a system of Clinical Coding into the Czech Health System.

Qualifications

1979 BSc Physiology / Zoology University of Sheffield
1983 RSCN Salford School of Nursing
1983 RGN Salford School of Nursing
1990 Cert Ed Bolton Institute of HE
1987 ENB 405 Liverpool

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Allen Building

Medicine

Dentistry

telephone: 01772 895566

email: AllenHub@uclan.ac.uk

Harris Building

Lancashire Law School

Humanities and the Social Sciences

Centre for Excellence in Learning and Teaching

telephone: 01772 891996/891997

email: HarrisHub@uclan.ac.uk

Foster Building

Forensic and Applied Sciences

Pharmacy and Biomedical Sciences

Psychology

Physical Sciences

telephone: 01772 891990/891991

email: FosterHub@uclan.ac.uk

Computing and Technology Building

Art, Design and Fashion

Computing

Journalism, Media and Performance

Engineering

telephone: 01772 891994/891995

email: CandTHub@uclan.ac.uk

Greenbank Building

Sport and Wellbeing

Management

Business

telephone: 01772 891992/891993

email: GreenbankHub@uclan.ac.uk

Brook Building

Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We encourage you to contact your tutors by email as we are not always at our desks and we aim to respond to emails as a priority

In addition there is a daily online support facility from Monday to Friday 10-2 and 3 evenings a week where you can chat with your tutors.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Our course has 2 external examiners:

Dr Philip Scott

Senior Lecturer in Information Systems
School of Computing, University of Portsmouth

Dr Howard Leicester,

Patient and Public Involvement (PPI) Member
Standard Setting for Accessible Information Advisory Group NHS England



2. Structure of the course

2.1 Overall structure

The distance learning route, is intended to replicate on-campus provision as far as is humanly possible. To this end, the course team have developed a range of on-line facilities to replicate traditional student facilities and resources. These are accessible via the University's ELearn environment.

You will need to ensure that you have access to eLearn, the University's elearning environment.

In the event of experiencing problems accessing ELearn, please contact John Howard (jhoward1@uclan.ac.uk) **immediately** or failing this, any member of the course team.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Compulsory Modules:

HI4000: Postgraduate and Professional Study Skills

What are study skills and why do you need them?

Using your informatics skills in the workplace

Project management: techniques and guidance

Using Project Management techniques

Knowledge Acquisition: using terms and structured strategies

Application of Knowledge: acquisition tools and techniques

Assessing Value in Acquisitions

Knowledge dissemination 1 – spreading the word effectively

Knowledge Dissemination in practice

Reflection on the application of learned Study Skills in a work-based context

HI4001: Information and IT Concepts for Health and Social Care

Information, Management and Technology

Managing Care

Modelling the organisation

Data modelling (1)

Data flow diagrams

Data modelling (2)

Entity-relationship modelling

ISD methodologies:

waterfall vs. RAD

Ethics, confidentiality and the law

Data security and encryption

Data Security

HI4002: Quantitative Methodology for Health and Social Research

The critiquing of a research article

The scientific paradigm

The research and development life cycle

Identifying a research question

Literature Review

Randomised Controlled Trials

Surveys and questionnaire design

Sampling, validity and bias

How to write a research proposal

Writing up your research

HI4003: Qualitative research methods for health and social research

Overview of qualitative methods in research
A systematic approach to qualitative research
Design of a qualitative research study
Ethnography and grounded theory
Interview techniques
Open ended questionnaires
Focus groups
A combined approach
Ethics of Health Research
Evidence from research

Optional Modules are:

HI4004: Informatics for Health and Social Care

Historical evolution
The Electronic Care Record
The importance of coding
Delivering 21st Century IT implementation plan
Integrated Care Records
Barriers to "joined up care"
Developing capability and capacity
Information for clinical governance
Empowering patients

HI4006: Information & communication technology for health and social care

Electronic health records (1) - databases
Electronic health records (2) - Practical Implementation
National Networks: Theory and standards
National Networks :Security and confidentiality
Clinical coding - Read and SNOMED
HL7 and DICOM
The World Wide Web (WWW)
The Internet - standards
Telemedicine and telecare
The implications of ECRs for clinical practice

HI4007: Quality Assurance for Health Social Care

Introduction to Quality assurance
Quality Management Systems
Maturity models
Historical QA practice in health care
Clinical Audit
Scandals litigation and behaviours
Scandals: an international comparison
Clinical governance: a process view
Clinical governance: an education-based view
Clinical Governance: what kind of quality does it represent?

HI4010: Knowledge Based Management and Leadership in Health and Social Care

Leadership and Management
The Management of Knowledge

Using Knowledge to Deliver Sustainable Service Improvement
 Using Knowledge to Support Decision Making
 Using Knowledge to Make Decisions About Resources
 Techniques to Manage Risks
 Managing Knowledge for Commissioning
 Knowledge-based Performance Management
 Origins and Concepts of Governance
 Knowledge-based Management for health and social care

HI4008: Comparative study of national health and social care systems (Not Currently Available)

This module is different in nature; it is structured in three sections:

1. Defining an evaluation framework
2. Applying the framework to a specific policy initiative to illustrate its use.
3. A mini project where you apply the framework to a national system of your choosing

HI4990: Dissertation

Triple value Dissertation Module on negotiated topic



2.3 Course requirements

The course is designed to meet the needs of a wide spectrum of students, coming from a range of backgrounds including clinical practice, clinical governance, IM&T and R&D.

As far as possible the course is designed to allow flexibility between the different routes. This section illustrates the different routes and the modules required to achieve each exit award.

The qualifications available are summarised in Table 1, and the modules making up the scheme are shown in Table 2. The tables are colour coded: postgraduate certificate modules and qualifications are shown in yellow; postgraduate diploma in green and MSc in cyan.

Table 1 Summary of qualifications available within the Health Informatics Course

Exit Award Title	Distinction Available	Normal Duration	Maximum Expected Duration	Mode
Postgraduate Certificate in Health Informatics	Yes	1 year	2 years	Distance
Postgraduate Diploma in Health Informatics	Yes	2 years	3 years	Distance
Master of Science in Health Informatics	Yes	3 years	5 years	Distance

Table 2 Module List

Code	Title	Modules Value	Status for informatics students	Status for research methods students
HI4000	Postgraduate and Professional Study skills	1	Compulsory	Compulsory
HI4001	Information and IT concepts for health and social care	1	Compulsory	N/A
HI4004	Informatics for health and social care	1	Normally taken by all HI students	N/A
HI4002	Quantitative methodology for health and social research	1	Compulsory for PgDip and MSc	Compulsory for PGC HRM
HI4003	Qualitative research methods for health and social research	1	Compulsory for PgDip and MSc	Compulsory for PGC HRM
HI4010	Knowledge-based management and leadership in Health and Social Care	1	Option for PgDip and MSc	N/A
HI4006	Information & communication technology for health and social care	1	Option for PgDip and MSc	N/A
HI4007	Quality assurance for health and social care	1	Option for PgDip and MSc	N/A
HI4008	Comparative study of National Health and Social Care Systems		Option for PgDip and MSc	N/A
HI4990	Dissertation (triple module) (HI4990 for students already enrolled on dissertation)	3	Compulsory for MSc	N/A

Note: The availability of options depends on student demand and staff resources. However, at present all modules are available in all semesters, except HI4000 which runs over two semesters.

Year 1 health informatics students who start in September will work on:

HI4001 in Semester 1, completing by December

HI4000 in Semesters 1 and 2 completing by the end of the Semester 2*

HI4004 in Semester 2 completing by the end of the Semester 2*

Year 1 Health Research Methods students who start in September will work on:

HI4002 in Semester 1, completing by December

HI4000 in Semesters 1 and 2 completing by the end of the Semester 2*

HI4003 in Semester 2 completing by the end of the Semester 2*

*This is a rather moveable feast due to the variability of Easter, but normally coincides roughly with Easter.

For students starting in January:

Year 1 Health Informatics students will normally work on:

HI4004 in Semester 2 completing by the end of the Semester 2*

HI4000 in Semester 2 and over the summer completing by the start of the next academic year.

HI4001 in Semester 1 of the following academic year, completing by December

Year 1 Health Research Methods students will work on:

HI4002 in Semester 2 completing by the end of the Semester 2*

HI4000 in Semester 2 and over the summer completing by the start of the next academic year.

HI4003 in Semester 1 of the following academic year, completing by December

Informatics Course outline Timetable

Please Note HI4008 is not currently available as an option

	Semester 1	Semester 2	
Year 1 PG Cert	HI4001	HI4004 or HI4006 or HI4007 or HI4008 or HI4010	
	HI4000		Semester 1 or 2 or 3
Year 2 PGDip.	HI4002 or HI4004 or HI4010 or HI4006 or HI4007 or HI4008	HI4003 or HI4004 or HI4010 or HI4006 or HI4007 or HI4008	HI4010 or or HI4004 or HI4010 or HI4006 or HI4007 or HI4008
Year 3 MSc	HI4990		

Modules in bold represent the normal route through the course, other options exist to meet the specific needs of individual students.

Research Methods Course outline Timetable

	Semester 1	Semester 2
Year 1:PG Cert	HI4002	HI4003
	HI4000	

To gain a Post Graduate Certificate in Health Informatics, you need to complete three modules: HI4000, HI4001 and either HI4002 or HI4003 or HI4004.

To gain a Post Graduate Certificate in Health Research Methods, you need to complete three modules: HI4000, HI4002 and HI4003.

To gain a **Post Graduate Diploma in Health Informatics** you need a total of six modules. After completing your Postgraduate Certificates, you will need to undertake the modules from HI4001, HI4002 and HI4003 not completed at postgraduate certificate stage, and optional modules from HI4004, HI4010, HI4006, HI4007, and HI4008 to complete a total of six.

To gain an **MSc in Health Informatics**, you must first meet the requirements for a Post Graduate Diploma in Health Informatics. To the six existing modules, students may add the triple module dissertation HI4990 in which students undertake an in-depth study of an area or issue of their own choice within Health Informatics. The project may not be started until the previous modules have been completed, and therefore it is not envisaged that the MSc will normally be completed within less than 30 months, although the regulations will allow earlier completion in exceptional circumstances.

Regulations for Master of Science in Health Informatics

- Students are required to take 9 modules, including HI4000, HI4001, HI4002, and HI4003. They must also choose 2 from HI4004, HI4006, HI4007, HI4008 and HI4010 and complete the triple module HI4990. The topic chosen for HI4990 must be demonstrably within the field of health informatics as defined by the course.

Regulations for Master of Science in Health Informatics

- Students are required to take 9 modules, including HI4000, HI4001, HI4002, and HI4003. They must also choose 2 from HI4004, HI4006, HI4007, HI4008 and HI4010 and complete the triple module HI4990. The topic chosen for HI4990 must be demonstrably within the field of health informatics as defined by the course.
- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
 - Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral. (Refer to Academic Regulations section G10.5.3 and G10.5.4)
 - Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course
- Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the overall grade is 70% or above, and if a grade of 70% or above is achieved for HI4990. A Merit will be awarded if the overall grade is 60% or above, and if a grade of 60% or above is achieved for HI4990.

- All assessment is subject to the University's Academic Regulations
- Students must pass both summative assessments (Assignments 1 and 2) within each module.

Regulations for Postgraduate Diploma in Health Informatics

- Students are required to take 6 modules, including HI4000, HI4001, HI4002 and HI4003. They must also choose 2 from HI4004, HI4010, HI4006, HI4007, HI4008
- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
 - Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
 - Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
- Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. . A Merit will be awarded if the grade is 60% or above.
- All assessment is subject to the University's Academic Regulations
- Students must pass both summative assessments (Assignments 1 and 2) within each module.

Regulations for Postgraduate Certificate in Health Research Methods

- Students are required to take HI4000, HI4002 and HI4003
- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis.
 - Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
 - Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
- Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. . A Merit will be awarded if the grade is 60% or above.
- All assessment is subject to the University's Academic Regulations
- Students must pass both summative assessments (Assignments 1 and 2) within each module.

Regulations for Postgraduate Certificate in Health Informatics

- Students will be required to complete 3 Modules: HI4000, HI4001 and either HI4002, HI4003 or HI4004
- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
 - Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.

- Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
- Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. . A Merit will be awarded if the grade is 60% or above.
- All assessment is subject to the University's Academic Regulations
- Students must pass both summative assessments (Assignments 1 and 2) within each module..

Regulations for University Certificate in Health Informatics

- Students will be required to complete HI4001
- All course modules will be assessed using percentage grades. The achievement of a grade of 50% or above will be considered a pass for the module. Failure to achieve a grade of 50% will be considered a failure in the module. Reassessment will be offered on the following basis:
- Grades <50% will lead to an automatic recommendation for reassessment subject to minimum requirements and only on a first referral.
- Reassessed modules will be graded at a maximum grade 50%. Reassessment will be allowed on one occasion only following an initial failure and must take place within the maximum duration of the course.
- Students must reach a grade of 50% or above to receive the award. A Distinction will be awarded if the grade is 70% or above. . A Merit will be awarded if the grade is 60% or above.
- All assessment is subject to the University's Academic Regulations
- Students must pass both of the summative assignments (Assignment 2 and 4) within the module.

Course specific regulations

These regulations are in addition to all other applicable regulations, including University regulations, School regulations and regulations covering specific awards. They apply to all students studying health informatics modules in distance learning mode, whether studying for an informatics exit award or not:

1. No student may be enrolled for more than 2 modules in any one semester
2. All students are required to demonstrate to the Course team that they have access to resources adequate to take full advantage of the course materials and facilities.
3. All students are required to submit the formative assignments to demonstrate completion.
4. Students will be required to submit any presentations for assessment as a PowerPoint presentation including a full script as notes for the presentation

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year for September starts. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

Time management

Time management is crucial to coping with a job and studying on a course like this. Each week, we expect you to put in 6 to 9 hours per module with the exception of HI4000, which runs year long, so we expect about half of that time commitment for this module.

The modules run over the year in distance learning mode during standard University semesters.

We believe that interaction with students is essential as is contact between students. Electronic communication will be encouraged by all means possible.

Studying using distance learning

Each module is supported by teaching and learning materials supplied via ELearn. This will navigate you through the module. Each module is supported by 10 teaching and learning units. Before starting each module there is a familiarisation and pre-reading week. Before the major assignment is due in, a week is allowed for concentration on this. Finally each module is completed by an evaluation and feedback week that allows you to feed back to the course team on the module and the team to feedback to you on your learning.

Many of the smaller assignments take the form of a presentation; you will be required to submit any presentations for assessment as a PowerPoint presentation including a full script as notes for the presentation.

ELearn

We shall be using ELearn to provide access to course materials, improve staff to student communication, and to enable student to student discussion.

To gain access to ELearn, you must be registered with LIS, the Library and Information Services. If you have your Uclan user ID and password, so are reading this, you have already done so.

General help on the Blackboard system which is the generic name for eLearn is available here: <http://help.blackboard.com/student/index.htm>

For an introduction to your specific learning environment our former student representative [James Hill](#) has compiled a short video guide: <http://breeze01.uclan.ac.uk/p9hcs8iv43b/>



2.5.3 Attendance Requirements

This course does not have any attendance requirement. However you are required to actively engage with the online material in eLearn. Notification of illness or exceptional requests for leave of absence must

be made to:

John Howard 01772 893873 jhoward1@uclan.ac.uk

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The course seeks to encourage active rather than passive learning. The distance learning components make extensive use of resources in eLearn to promote and test learning. The modules are based upon a series of learning feedback loops that require you to evaluate your own learning and also its application to your own work situation. They start with simple questions to think about on your own, then build through the formative assignments through the minor assessment to a peak in the main assessment.

3.2 Study skills

Study Skills are developed in each module and in particular are a major focus of HI4000. The University also offers the WISER serviced to help you develop these skills:

<http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Please see the university student handbook

3.3.2 Electronic Resources

All of the resources you need will be available through eLearn

3.4 Personal development planning

All students undertaking this programme are required to be working in a health or social care setting. The school offers a wide range of opportunities for you to develop your skills and knowledge. Full details are available on the Uclan website.



3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

Who comes on the course? Profiles of potential students
Postgraduate Certificate in Health Informatics

<i>GP</i>	
Experience	3 years full time GP.
Employment	Currently responsible for practice computerised patient record system
Qualifications	Standard clinical qualifications: no IT or computer qualifications
Mode of Study	Up to 9 hours per week over two consecutive semesters.
Award	Postgraduate Certificate in Health Informatics.
Progression	Student to enrol for three further modules if time pressure permits

Postgraduate Certificate in Health Research Methods

<i>Practice Nurse</i>	
Experience	3 years practice nurse.
Employment	Currently responsible for health promotion activity
Qualifications	BSc (Nursing)
Mode of Study	Up to 9 hours per week over two consecutive semesters.
Award	Postgraduate Certificate in Health Research Methods.
Progression	Further research training

Postgraduate Diploma in Health Informatics

<i>Practice Manager</i>	
Experience	4 years practice manager.
Employment	Responsible for management of paperless practice with 6 partners
Qualifications	BSc Business Studies
Mode of Study	Up to 9 hours per week over two consecutive years.
Award	Postgraduate Diploma in Health Informatics.
Progression	Will undertake project leading to MSc if time permits once PCT is established

Master of Science in Health Informatics

<i>Information Management team leader</i>	
Experience	5 years with management responsibility
Employment	Information Management team leader
Qualifications	Honours degree
Mode of Study	Up to 9 hours per week over two consecutive years, plus a further 6 to 8 months of guided study to complete dissertation
Award	MSc in Health Informatics.
Progression	Evaluation of Trust strategy to provide basis of project.

Suggested option choices to MSc award

The following table shows a number of suggested routes through the course for people from different backgrounds.

All students normally undertake HI4000, HI4001, HI4002, HI4003, and HI4004. To complete their PGDiploma, the following options are suggested:

Role	Suggested option choice
Primary care clinician	HI4010
Secondary care clinician	HI4007
Clinical governance staff	HI4007
IM&T Professional	HI4006
Trust Management	HI4007

In all cases, the MSc is completed by undertaking the HI4990 dissertation module.

A slightly different route is required for those who do a Health Research Methods postgraduate certificate course. In the second year, they will undertake HI4001 and HI4004 followed by an optional module:

Role	Suggested option choice
Primary care clinician	HI4010
Secondary care clinician	HI4010
R&D staff	HI4008

Once again, the MSc is completed by undertaking the HI4990 dissertation module.

4. Student Support

As this course is delivered entirely online it is important that you remain in contact with the course team. You are expected to undertake around 10hrs of study each week. Support is offered in several ways. For specific module support you should contact your module tutor by email or phone or through the online support facility in the Student Common Room. The online support should be your first choice for support if possible as staff are instantly available 10-2 each weekday and 7-8 Mon, Thurs and Sun evenings.



4.1 Academic Advisors

Your Academic Advisor is John Howard. Any non-module related academic or pastoral issues should be addressed to John in the first instance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

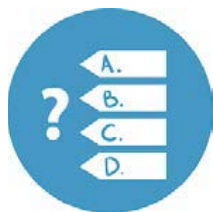
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

5. Assessment



5.1 Assessment Strategy

Studying using distance learning

Each module is supported by teaching and learning materials supplied via ELearn. This will navigate you through the module. Each module is supported by 10 teaching and learning units. Before starting each module there is a familiarisation and pre-reading week. Before the major assignment is due in, a week is allowed for concentration on this. Finally each module is completed by an evaluation and feedback week that allows you to feed back to the course team on the module and the team to feedback to you on your learning.

Many of the smaller assignments take the form of a presentation; you will be required to submit any presentations for assessment as a PowerPoint presentation including a full script as notes for the presentation.

Each module prior to the Dissertation is assessed in a similar way. Roughly every 2 weeks you will be expected to submit an assignment. The first assignment is formative (around 500 words in length) and is designed to prepare you for the next assignment which is formally marked and counts for 20% of the module overall mark with a word limit of 1500 words or equivalent. Assignment 3 is again formative and along with the feedback from previous assignments is designed to prepare you for the major assignment which is around 3000 words and counts for 80% of the module grade. For each module there is a final reflective assignment of around 500 words.

The assessment strategy is outlined in each of the modules, although more detailed criteria for assessment will be provided within the assignments and assignment guidelines.

All assessment is continuous assessment. Within each module, you will find three types of assessment.

Formative / Reflective assessments: Formative / Reflective assessments are provided to give you feedback and milestones to help with your time management. They are detailed in the relevant learning unit. They are a required component of the course. If you wish to receive feedback they must be submitted within 3 working days of the appropriate deadline that is the end of week 3, week 7 or week 12 respectively in each semester. If you do not meet these deadlines, it is a requirement of the regulations that you submit evidence of completion before the end of the Unit. However, as formative assessments, they do not form part of your mark for the Unit.

Minor Assignments The minor assignment (Assignment 2) is due in around the end of week 5 of each semester, when you should have completed unit 4: any departure from this

will be published by the course team. It contributes 20% to the total marks available for the module. (1000 words)

Major assessments. The major assessment (Assignment 4) is due in around the end of week 10 of each semester. Week 10 is dedicated to this, but this does not mean that you should only start work at this point! (3000 words)

Electronic submission for all assignments must be done through eLearn to enable full audit and tracking of submissions. Assignments may not be submitted by paper.

All assignments are designed to show how you have applied the knowledge gained on the course to your workplace, and you will not be able to gain the best possible marks without doing this.

Assessment of presentations. Some of the minor assignments are designed to be submitted as PowerPoint presentations. You should always submit a script to accompany the slides and this should normally be included as notes within the presentation.

Regulations for assessments are determined by the School and University. Links can be found from the student common room to online versions of relevant regulations

Please refer to the teaching, learning and assessment arrangements section of the school manual for important information on submission of assignments, extensions, extenuating circumstances.

IF IN DOUBT ASK YOUR MODULE TUTOR

5.2 Notification of assignments and examination arrangements

Submitting your assignments

All assignments must be submitted via ELearn. To submit your assignments, go to the Assignments option on the home page where there will be full information and instructions on what you are required to do.

- Select assignment as appropriate.
- Submit your assignment.

The system will log the time of submission: if you are not able to meet a deadline for good reason, or have any questions about what is expected of you, you must contact the module tutor in advance of the deadline

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Feedback may be oral, written, posted on a website or other.

The above is a minimum standard set by the University. The course team aim to provide feedback for assignments within 5 working days for assignment 1, 2 and 3 as the feedback from these is designed to help you improve your work prior to submission of the main summative assignment (no 4).

5.3 Referencing

The purpose of referencing material is to acknowledge the work of others and allow the reader to find the work you are citing. To do these efficiently please refer to the school referencing guide in the Documents section of the Student Common Room on eLearn.

5.4 Confidential material

As the course is 'work-based' we expect you to apply your learning to your own work experience whenever possible. This may involve identifying your workplace. Please ensure that you make all reasonable attempts to ensure the privacy and confidentiality of those involved. Within the University your work will be read by a first marker, a moderator and may be read by our external examiner all of whom will maintain strict confidentiality of your work.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations](#)). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

As the course is delivered online we do not have an elected student representative. It is therefore important that you do let us know directly of any issues you have or any suggestions for improvements. You may wish to use the information relating to Student view representation in this document as a guide for your feedback.

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution	University of Central Lancashire
3. University Department/Centre	School of Health Sciences
4. External Accreditation	
5. Title of Final Award	MSc in health informatics
6. Modes of Attendance offered	Distance learning

7. UCAS Code	n/a
8. Relevant Subject Benchmarking Group(s)	n/a
9. Other external influences	Health and social care environment
10. Date of production/revision of this form	January 2014
11. Aims of the Programme	
<ul style="list-style-type: none"> The course aims to enable students to use, and critically evaluate the use of, information within a health and/or social care context. The course will enable students to show an in-depth critical understanding of concepts, methods and knowledge related to health informatics, to integrate and apply their understanding to the practice and problems of using health information and associated methods and technologies, to evaluate and develop their own practice, to analyse problems and opportunities, and initiate research studies leading to changes in practice, and to collect, use, analyse and present information, evaluate and use appropriate research methodologies. The course is distinctive in its focus on primary and community care, its strong basis in research and through a combination of learning and assessment styles closely linked to clinical and professional practice, but rooted in the broader academic literature. Much of the material is also relevant to other sectors of health and social care. The MSc includes a dissertation as an opportunity for students to demonstrate that they have integrated their learning from different elements of the course 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. To demonstrate knowledge of the role of information, information management and technology within health and social care</p> <p>A2. To demonstrate an appreciation of the political and professional context of health care</p> <p>A3. To demonstrate knowledge of the role of IM&T within health and social care and the related strategy documents, including coding, and information governance, and other specialised areas as determined by specific module choices</p> <p>A4. To demonstrate an appreciation of quantitative and qualitative research methods</p>	
Teaching and Learning Methods	
eLearning	
Online seminars, workshops and tutorials, directed reading, group and individual projects	

and presentations

Assessment methods

Written assignments, practical assignments, presentations, dissertation

B. Subject-specific skills

B1 To be able to apply advanced IT skills including data modelling

B2. To demonstrate an understanding of the need for, and the correct application of the coding of health information

B3. To be able to develop an information strategy. To be able to carry out a systematic review and construct guidelines from systematic reviews by accessing the suitable resources

B4. To be able to apply advanced IT skills in other specialised areas as determined by specific module choices

Teaching and Learning Methods

eLearning

Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations

Assessment methods

Written assignments, practical assignments, presentations, dissertation

C. Thinking Skills

C1. To demonstrate knowledge of computer concepts for the health or social care professional

C2. To be able to apply the scientific paradigm and process in the construction of logical arguments and providing evidence for conclusions

C3. To be able to evaluate health and social care research and data relating to it, and use this skill to prepare health and social research proposals.

C4. To relate health informatics and quality assurance to the broader literature

C5. To be able to evaluate reviews, protocols and guidelines

C6. To be able to evaluate new technologies

Teaching and Learning Methods

Elearning

Online seminars, workshops and tutorials, directed reading, group and individual projects

and presentations

Assessment methods

Written assignments, presentations, dissertation and reflective learning diary

D. Other skills relevant to employability and personal development

D1. To demonstrate development of enhanced IT skills: word processing, electronic searching

D2. To carry out research from a wide range of paper and electronic sources.

D3. To demonstrate communication skills in a variety of media and formats e.g. presentation skills, report writing

D4. To demonstrate the ability to work in a team or independently.

D5. To manage projects and their own time

Teaching and Learning Methods

Online seminars, workshops and tutorials, directed reading, group and individual projects and presentations

These skills are taught in HI4000 by eLearning and then applied in all modules in both formative and summative assessments.

Assessment methods

Written assignments, presentations, portfolio of evidence

13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
7	HI4000	Postgraduate and professional study skills (Comp)	20	MSc in health informatics requires 180 credits at level 7 Exit award of postgraduate diploma in health informatics requires 120 credits at level 7 Exit award of postgraduate certificate in health informatics requires 60 credits at level 7
	HI4001			
	HI4002	Information and IT concepts for health and social care (Comp)	20	
	HI4003	Quantitative methodology for health and social research (Comp)	20	
	HI4004	Qualitative research methods for health and social research (Comp)	20	
	HI4006	Informatics for health and social care (O)	20	
	HI4007	Information & communication technology for health and social care (O)	20	
	HI4008	Quality assurance for health and social care (O)	20	
	HI4010	Comparative study of national health and social care systems	20	
			Knowledge-based management	

	HI4990	and leadership in health and social care (O) Dissertation (Comp)	20 60	
--	--------	---	--------------	--

15. Personal Development Planning

PDP is taught in HI4000 and then applied in all modules in both formative and summative assessments.

Students are encouraged to register with UKCHIP which has a CPD scheme

16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

To come on the programme, students will normally be expected to hold a relevant 2nd class honours degree or equivalent, or a professional qualification with relevant experience. They will normally be an working within health or social care. It is necessary to be working in a suitable environment to carry out the learning and assessment. However, if applicants are interested in the programme and this is a barrier they are encouraged to contact the programme team.

Likewise If applicants are working in a health or social care environment, but do not meet the standard academic conditions, they may also be admitted on the basis of substantial relevant experience. Such applicants will be asked to show ability to benefit from the programme. However, it is considered important not to restrict entry unnecessarily in view of the broad range of skills and experience relevant to the area of study.

Applicants who do not meet some of the entry criteria will be advised on how to progress their learning to an appropriate stage for entry.

All candidates will need basic IT skills to access the programme.

17. Key sources of information about the programme

- **Fact Sheet**
- **Website**
- **Course Enquiries**
- **Course Leader**

18. Curriculum Skills Map

				Programme Learning Outcomes																		
Level	Module Code	Module Title	Compulsory (COMP), Core (C) or Option (O)	Knowledge and understanding				Subject-specific Skills				Thinking Skills						Other skills relevant to employability and personal development				
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5
Level 7	HI4000	Postgraduate and professional study skills	Comp	√	√	√			√	√			√		√			√	√	√	√	√
	HI4001	IT and information for health and social care	Comp	√		√		√	√	√			√		√			√	√	√	√	√
	HI4002	Quantitative methodology for health and social research	Comp		√		√			√			√	√		√	√	√	√	√	√	√
	HI4003	Qualitative research methods for health and social research	Comp		√		√			√			√		√	√	√	√	√	√	√	√

HI4004	Informatics for health and social care	O	√	√	√		√	√	√		√					√	√	√	√	√	√
HI4006	Information & communication technology for health and social care	O	√		√			√		√	√					√	√	√	√	√	√
HI4007	Quality assurance for health and social care	O	√	√	√				√	√			√	√			√	√	√	√	√
HI4008	Comparative study of national health and social care systems	O	√	√		√	√		√	√	√	√	√	√			√	√	√	√	√
HI4010	Knowledge-based management and leadership in health and social care	O	√	√	√		√	√	√	√	√	√	√	√	√		√	√	√	√	√
HI4990	Dissertation	Comp	√	√		√	√	√	√	√	√	√	√	√	√		√	√	√	√	√