



## Course Handbook **MSc Health Informatics**

*Incorporating the target and/or exit awards of*  
*Certificate Health Informatics*  
*Postgraduate Certificate Health Informatics*  
*Postgraduate Diploma Health informatics*

**2020-2021**

**Course Leader: John Howard**

**School of Sport and 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.

## **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 course for 2020-21. This handbook applies to all students studying in the Academic Year 2020-21.

The Health Informatics course team welcomes both new and returning students to this course embodying 20 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 Brook Hub 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 are 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 DEC. 2018. eLearn will be more up to date. Students should familiarise themselves with all the information in the course documentation section of their eLearn area. 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, aims and learning outcomes of the course



The course aims to enable students to capture, and critically evaluate the use of, information within a Health and social care context.

### ***The objectives***

Through the course, we will seek

- To enable you to develop your knowledge of the role of information, information management and information technology within health and social care, through the provision of intellectually stimulating modules which develop and apply relevant concepts and theories to practice.
- To equip you to critically analyse the role of information within your own organisations and work and to apply your theoretical knowledge to evaluate practice and to bring about appropriate innovation and improvement in patient care
- To enable you to develop and practice a range of skills appropriate to clinical and management roles and to develop your ability to communicate with information specialists within their organisations
- To enable you to develop and practice a range of information and research skills to enable you to initiate and carry out research leading to improvements in your own professional practice and in the quality of patient care.
- To enable you to develop in-depth critical knowledge of current issues in health informatics and problem-solving strategies based upon critical evaluation of these issues and their relevance to the local environment.
- To provide a learning experience which uses the diverse range of student experience and enables the integration of theory and practice.
- To enable you to develop your personal and professional interest in the use of information and information technology.

### ***Course learning outcomes***

- By the end of your studies, you should be able to:
  - A1. Understand the role of information, information management and technology within health and social care
  - A2. Appreciate the political and professional context of health and social care
  - A3. Apply 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. Display an appreciation of quantitative and qualitative research methods
- B1 Apply advanced IT skills including data modelling
- B2 Understand the need for, and the correct application of the coding of health information

- B3. 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. Apply advanced IT skills in other specialised areas as determined by specific module choices
- C1. Evaluate computer concepts for the health or social care professional
- C2. Apply the scientific paradigm and process in the construction of logical arguments and providing evidence for conclusions
- C3. Evaluate health and social care research and data relating to it, and use this skill to prepare health and social research proposals.
- C4. Relate health informatics and quality assurance to the broader literature
- C5. Evaluate reviews, protocols and guidelines
- C6. Evaluate new technologies
- D1. Utilise enhanced IT skills: word processing, electronic searching
- D2. Carry out research from a wide range of paper and electronic sources.
- D3. Apply communication skills in a variety of media and formats e.g. presentation skills, report writing
- D4. Demonstrate the ability to work in a team or independently.
- D5. 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	<a href="mailto:bsellis@uclan.ac.uk">bsellis@uclan.ac.uk</a>	01772 892786
Course Leader:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
Admissions Tutor:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
HI4000 Tutor:	James Hill	<a href="mailto:JEHill1@uclan.ac.uk">JEHill1@uclan.ac.uk</a>	
HI4001 Tutor:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
HI4002 Tutor:	Jane Fitzgerald	<a href="mailto:jfitzgerald@uclan.ac.uk">jfitzgerald@uclan.ac.uk</a>	
HI4003 Tutor:	Paul Reid	<a href="mailto:pjreid1@uclan.ac.uk">pjreid1@uclan.ac.uk</a>	01772 893411
HI4004 Tutor:	Beverley Ellis	<a href="mailto:bsellis@uclan.ac.uk">bsellis@uclan.ac.uk</a>	01772 892786

HI4006 Tutor:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
HI4007 Tutor:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
HI4009 Tutor:	Jane Fitzgerald	<a href="mailto:jfitzgerald@uclan.ac.uk">jfitzgerald@uclan.ac.uk</a>	
HI4010 Tutor	Beverley Ellis	<a href="mailto:bsellis@uclan.ac.uk">bsellis@uclan.ac.uk</a>	01772 892786
HI4990 Tutor:	John Howard	<a href="mailto:jhoward1@uclan.ac.uk">jhoward1@uclan.ac.uk</a>	
	Beverley Ellis	<a href="mailto:bsellis@uclan.ac.uk">bsellis@uclan.ac.uk</a>	01772 892786
Course Administrator	Team 3	<a href="mailto:HAdmin@uclan.ac.uk">HAdmin@uclan.ac.uk</a>	

### 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

#### **Jane Fitzgerald:**

Following 20 years in specialist mental health service development and management, and the foundation of a mental health advocacy not-for-profit organisation, Jane completed the MSc in Health Informatics in 2008 and joined UCLan in 2009 as a Research Assistant in the stroke research unit ; in 2013 she became Senior Trials Assistant in the newly-formed Clinical Trials Unit and, since June 2018, is now a Lecturer in Health Informatics.

#### **James Hill:**

James is a registered physiotherapist with previous practice experience within exercise referral schemes. He has two honours degrees; one in Sports Science and one in Physiotherapy. He has an MSc in Health Informatics and is a senior research fellow within the evidence synthesis team. His current work is around optimising systematic review processes using data mining techniques.

#### **Paul Reid:**

Paul has research and teaching interests in substance misuse, qualitative methodology, homelessness, health communication and the internationalisation of Higher Education.

Paul's main teaching and research area is substance misuse. He has carried out studies on public health aspects of both legal and illegal drug use; focusing most recently on brief interventions and alcohol. He also has a strong research interest in homelessness and health. Paul's PhD focused on social psychology and homelessness. He has recently developed an interest in teaching and learning with respect to internationalisation after several years' experience of running an MSc with students from a diverse range of countries and cultures. Paul completed a Postgraduate Certificate in Internationalisation of HE at the University of Northampton in 2011.

Paul enjoys teaching across the range of academic levels; from access courses to PhD supervision. He always adopts a facilitative approach to teaching, encouraging debate and discussion as he believes these to be the foundation of effective learning. He teaches modules on drugs and health, research methods, health communication, health psychology and mental health.

## 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and 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, providing insight and direction to enable you to realise your potential.



## 1.5 Administration details

Campus Admin Services provides academic administration support for students and staff and are located in the following hub which is 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.

## Brook Building

Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
telephone: 01772 891992/891993  
email: [BrookHub@uclan.ac.uk](mailto: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 contact 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 external examiner is

Carol Bond  
Professor of Learning and Teaching in Health  
Faculty of Education, Health and Wellbeing  
University of Wolverhampton





## 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](mailto: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 Care**

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 Care**

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 and 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?

### **HI4009: Information Governance and Digital Security for Health and Social Care**

The imperative of good Information Governance

History and impact of Information Governance

Data Regulations – Legal Framework for Health and Social Care

Information Governance in the digital world – the nature of cyber risks, risk management

Human factors in information integrity and security – ethics, challenges and practicalities

Data processes in a healthcare environment – mapping impact and mitigating risk

Sharing data – challenges across multiple interfaces for multiple reasons

Ensuring compliance with Information Governance policies and procedures – application to practice

NHS Governance – national and local perspectives

Information Governance for the future – the strategic vision and making it fit for purpose

### **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

### **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

<b>Exit Award Title</b>	<b>Distinction Available</b>	<b>Normal Duration</b>	<b>Maximum Expected Duration</b>	<b>Mode</b>
<b>University Certificate Health Informatics</b>	No	1 Semester	1 Year	Distance
<b>Postgraduate Certificate Health Informatics</b>	Yes	1 year	2 years	Distance
<b>Postgraduate Diploma Health Informatics</b>	Yes	2 years	3 years	Distance
<b>Master of Science Health Informatics</b>	Yes	3 years	5 years	Distance

Table 2 Module List

Code	Title	Modules Value	Status
HI4000	Postgraduate and Professional Study skills	1	Compulsory for PGCert, PGDip and MSc
HI4001	Information and IT concepts for health and social care	1	Compulsory for Uni Cert, PGCert, PGDip and MSc
HI4004	Informatics for health and social care	1	Normally taken by all students (except Uni Cert)
HI4002	Quantitative methodology for health and social research	1	Compulsory for PgDip and MSc
HI4003	Qualitative research methods for health and social research	1	Compulsory for PgDip and MSc
HI4010	Knowledge-based management and leadership in Health and Social Care	1	Option for PgDip and MSc
HI4006	Information & communication technology for health and social care	1	Option for PgDip and MSc
HI4007	Quality assurance for health and social care	1	Option for PgDip and MSc
HI4009	Information Governance and Digital Security for Health and Social Care	1	Option for PgDip and MSc
HI4990	Dissertation (triple module) (HI4990 for students already enrolled on dissertation)	3	Compulsory for MSc

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 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\*

\*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 students will normally work on:

HI4004 in Semester 2 completing by the end of the Semester 2\*  
 HI4000 in Semester 2 and 3

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

**Informatics Course outline Timetable**

	Semester 1	Semester 2	
Year 1 PG Cert	<b>HI4001</b>	<b>HI4004</b> or HI4006 or HI4007 or HI4009 or HI4010	
	<b>HI4000</b>		Semester 1 or 2 or 3
Year 2 PGDip.	<b>HI4002</b> or HI4004 or HI4010 or HI4006 or HI4007 or HI4009	<b>HI4003</b> or HI4004 or HI4010 or HI4006 or HI4007 or HI4009	<b>HI4010 or</b> or HI4004 or HI4010 or HI4006 or HI4007 or HI4009
Year 3 MSc	<b>HI4990</b>		

To gain a University Certificate in Health Informatics, you need to complete modules HI4001.

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 Diploma 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 HI4009 to complete a total of six.

To gain an **MSc 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 Health Informatics***

- Students are required to take 9 modules, including HI4000, HI4001, HI4002, and HI4003. They must also choose 2 from HI4004, HI4006, HI4007, HI4009 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 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
  - A Merit will be awarded if the overall grade is 60% or above
  - All assessment is subject to the University's Academic Regulations
  - Students must pass all summative assessments within each module.

### ***Regulations for Postgraduate Diploma 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, HI4009
- 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 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 all summative assessments within each module.

### ***Regulations for Postgraduate Certificate 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 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 2 and 4) within each module.

### ***Regulations for University Certificate Health Informatics***

- Students will be required to complete HI4001
- The course module 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 only on a first referral.
  - A reassessed module 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.
  - All assessment is subject to the University's Academic Regulations
  - Students must pass both 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. 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

Study is undertaken through following the online material in the module space in eLearn. Online support is available, either directly through a link in each module space or via the Student Common Room space in eLearn

Online support is typically moderated 10-2 Monday to Friday and 7-8pm Monday, Thursday and Sunday evenings.

### 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 possible.

#### ***Studying using distance learning***

Teaching and learning materials supplied via ELearn support each module. This will navigate you through the module. 10 teaching and learning units support each module. 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 [jhoward1@uclan.ac.uk](mailto: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 its application to your own work situation. They start with simple questions to think about on your own, then build through the formative assignments and 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>

'Ask Your Librarian'

[https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



#### 3.3 Learning resources

##### 3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

##### 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 is designed with employability learning integrated into it. This is not extra to your qualification, 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

Who comes on the course? [Profiles of potential students](#)

#### ***Postgraduate Certificate 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 Diploma Health Informatics***

<i>Practice Manager</i>	
Experience	4 years practice manager.
Employment	Responsible for management of GP 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

#### ***Master of Science 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 several 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	HI4009
IM&T Professional	HI4006
Trust Management	HI4007

In all cases, 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.



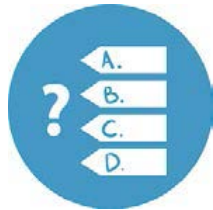
### **4.1 Academic Advisors**

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](mailto: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.

## 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 1000 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. 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. 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 or equivalent)

***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 or equivalent)

**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 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.

The School and University determine regulations for assessments. 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.

## **5.6 How do I know that my assessed work had been marked fairly?**

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 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, 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**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution</b>	University of Central Lancashire
<b>3. University Department/Centre</b>	School of Sport and Health Sciences
<b>4. External Accreditation</b>	N/A



<b>5. Title of Final Award</b>	MSc Health Informatics PGDip Health Informatics PGCert Informatics
<b>6. Modes of Attendance offered</b>	Part Time Distance learning
<b>7a. UCAS Code</b>	N/A
<b>7b. HECOS Code</b>	I500
<b>7c. HECOS Code</b>	100994
<b>8. Relevant Subject Benchmarking Group(s)</b>	N/A
<b>9. Other external influences</b>	Health and Social Care Environment
<b>10. Date of production/revision of this form</b>	December 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>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 and 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 integrate their learning from different elements of the course</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
A1. To understand the role of information, information management and technology within health and social care A2. To appreciate the political and professional context of health and social care A3. To apply 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 display an appreciation of quantitative and qualitative research methods	
<b>Teaching and Learning Methods</b>	
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 understand 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 be able to evaluate 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 utilise enhanced IT skills: word processing, electronic searching

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

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

D4. 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 MSc PGDip PGCert)	20	<p><b>MSc Health Informatics requires 180 credits at level 7</b></p> <p><b>Exit award of Postgraduate Diploma Health Informatics requires 120 credits at level 7</b></p>
	HI4001	Information and IT concepts for health and social care (Comp MSc PGDip PGCert)	20	
	HI4002	Quantitative methodology for health and social research (Comp MSc PGDip) (Optional PGCert)	20	
	HI4003	Qualitative research methods for health and social research	20	

		(Comp MSc PGDip) (Optional PGCert)		<b>Exit award of Postgraduate Certificate Health Informatics requires 60 credits at level 7</b>
	HI4004	Informatics for health and social care (Optional MSc PGDip PGCert)	20	
	HI4006	Information & communication technology for health and social care (Optional MSc PGDip)	20	
	HI4007	Quality assurance for health and social care (Optional MSc PGDip)	20	
	HI4009	Information governance and Digital Security for health and social care systems (Optional MSc PGDip)	20	
	HI4010	Knowledge-based management and leadership in health and social care (Optional MSc PGDip)	20	
	HI4990	Health Informatics Dissertation (Comp MSc only)	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.

Students are required to be proficient in English to the standard required by the University. This is available at: [https://www.uclan.ac.uk/international/assets/EFL\\_requirements.docx](https://www.uclan.ac.uk/international/assets/EFL_requirements.docx)

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 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 based on 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

### Masters in Health Informatics

MSc				Programme Learning Outcomes																		
Level	Module Code	Module Title	Compulsory (COMP) 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	Information and IT concepts 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	√	√	√				√	√			√	√			√	√	√		
HI4009	Information governance and Digital Security for health and social care systems	O	√	√	√		√		√	√	√	√	√	√			√	√	√		
HI4010	Knowledge-based management and leadership in health and social care	O	√	√	√		√	√	√	√	√	√	√	√	√		√	√	√		
HI4990	Dissertation	Comp	√	√		√	√	√	√	√	√	√	√	√	√		√	√	√	√	√

**Postgraduate Diploma in Health Informatics**

PGDip

## Programme Learning Outcomes

Level	Module Code	Module Title	Compulsory (COMP) 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	Information and IT concepts 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	0	√		√			√		√	√					√	√	√	√		
HI4007	Quality assurance for health and social care	0	√	√	√				√	√			√	√			√	√	√		
HI4009	Information governance and Digital Security for health and social care systems	0	√	√	√		√		√	√	√	√	√	√			√	√	√		
HI4010	Knowledge-based management and leadership in health and social care	0	√	√	√		√	√	√	√	√	√	√	√			√	√	√		

## Postgraduate Certificate in Health Informatics

18. Curriculum Skills Map																		
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	B1	B2	B3	C1	C2	C3		D1	D2	D3		
7	HI4000	Postgraduate and professional study skills	COMP	√	√	√		√	√	√	√	√		√	√	√		
	HI4001	Information and IT concepts for health and social care	COMP	√		√	√	√	√	√				√	√	√		
	HI4002	Quantitative methodology for health and social research	O	√		√			√	√	√			√	√	√		
	HI4003	Qualitative research methods for health and social research	O	√		√			√	√	√			√	√	√		
	HI4004	Informatics for health and social care	O	√	√	√			√	√		√		√	√	√		

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

### **Learning outcomes for the award of: PGDip Health Informatics**

- A1. To understand the role of information, information management and technology within health and social care
- A2. To appreciate the political and professional context of health and social care
- A3. To apply 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 display an appreciation of quantitative and qualitative research methods

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

B2 To understand 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

C1. To be able to evaluate 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

D1. To utilise enhanced IT skills: word processing, electronic searching

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

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

## **Learning outcomes for the award of: PGCert Health Informatics**

A1. To understand the role of information, information management and technology within health and social care

A2. To appreciate the political and professional context of health and social care

A3. To apply 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  
B1 To be able to apply advanced IT skills including data modelling

B2 To understand 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

C1. To be able to evaluate 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.

D1. To utilise enhanced IT skills: word processing, electronic searching

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

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

**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***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire
<b>3. University Department/Centre</b>	School of Sport and Health Sciences
<b>4. External Accreditation</b>	
<b>5. Title of Final Award</b>	Certificate in health informatics
<b>6. Modes of Attendance offered</b>	Distance learning

<b>7. UCAS Code</b>	n/a
<b>8. Relevant Subject Benchmarking Group(s)</b>	n/a
<b>9. Other external influences</b>	Health and social care environments
<b>10. Date of production/revision of this form</b>	December 2018
<b>Aims of the Programme</b>	
<p>The course aims to enable students to use, and critically evaluate the use of, information within a health 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.</p>	

**11. Learning Outcomes, Teaching, Learning and Assessment Methods**

**A. Knowledge and Understanding**

- A1. Information, information management and technology within health and social care
- A2. IM&T within the health and social care and the related strategy documents e.g. coding. clinical governance and evidence based practice

**Teaching and Learning Methods**

eLearning

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

**Assessment methods**

Written assignments, presentations

**B. Subject-specific skills**

- B1 Advanced IT skills: Data modelling, HTML design and construction
- B2. Coding health and social information
- B3. Information strategy development, systematic review. Construction of guidelines from systematic reviews. Accessing the appropriate sources of information.

**Teaching and Learning Methods**

eLearning

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

**Assessment methods**

Written assignments, presentations

**C. Thinking Skills**

- C1. Computer concepts for the health and social care professional
- C2. Evaluate health and social research and data relating to it
- C3. Evaluate reviews, protocols and guidelines

**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

**D. Other skills relevant to employability and personal development**

D1. Basic IT skills: word processing, electronic searching

D2. Presentation skills.

D3. Project and Time Management.

**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



13. Programme Structures				14. Awards and Credits
Level	Module Code	Module Title	Credit rating	
7	HI4001	Information and IT concepts for health and social care (COMP)	20	Certificate requires 20 credits at level 7.
<b>15. Personal Development Planning</b>				
PDP is applied in each of these modules in both formative and summative assessments.				
<b>16. Admissions criteria</b>				
<p>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.</p> <p>Students will be informed of their personal minimum entry criteria in their offer letter.</p>				
<p>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 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.</p> <p>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.</p>				

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**

- |                     |                           |
|---------------------|---------------------------|
| • <b>Fact Sheet</b> | • <b>Course Enquiries</b> |
| • <b>Website</b>    | • <b>Course Leader</b>    |
| • <b>BDU</b>        |                           |

## 18. Curriculum Skills Map

				Programme Learning Outcomes										
	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	B1	B2	B3	C1	C2	C3	D1	D2	D3
Level 7	HI4001	Informatics and IT concepts for health and social care	COMP	√	√	√	√	√	√	√	√	√	√	√