

Programme Specification

BSc (Hons) Defence Health Care Studies (top-up)

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://bcu.ac.uk/health/schools/defence-school-of-health-care-studies> (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Faculty of Health, Education and Life Sciences
Final Awards:	Graduate Diploma Defence Health Care Studies Graduate Cert Defence Health Care Studies BSc Defence Health Care Studies BSc (Hons) Defence Health Care Studies
Main Fields of Study:	Defence Health Care Provision, Governance, Evidence Based Practice, Professional Issues.
Modes of Study:	Part-Time, Residential and Distance Learning
Language of Study:	English
JACS Code:	

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Quality Assurance Agency Academic Level Descriptors
Joint Medical Command (Defence Medical Services)
Clinical Guidelines for Operations

Programme philosophy and aims

This Programme seeks to inform and develop Defence Health Care practice, built upon the sound foundations of academic enquiry.

The Programme respects the needs of both the individual and the Service, to foster an ethos of inclusiveness, whereby rank and arm of the service have no bearing on academic progression. By investigating the past and informing the present, it is hoped that the future of Defence Health Care can be shaped by providing evidence to develop practice.

Modules of study have been designed to meet the requirements of a modern armed service, tailored to individual needs by relating to the student's working environment. Modules are targeted to focus on the most common areas of practice whilst offering a varied platform for on-going professional development. Interest in research is encouraged throughout the Programme and many of the modules ask the student to analyse their own working practices. Students must be aware that this is an academic programme of study and as such it is not competency based. The Programme seeks to inform practice by enhancing and developing the students' skills of enquiry and expand individual's knowledge base. It is not intended to provide students with specific competencies or discrete clinical skills.

By fostering a feeling of inclusion, it is hoped that students will feel able to actively participate in dynamic group work sharing their own knowledge and experience and enhancing the hidden curriculum element of study in Higher Education.

Central to the Programme philosophy is the development of student-centred learning. The programme of learning has been designed so that an active, participatory and collaborative approach is achieved, recognising that students entering the programme will have a wide range of personal, professional and academic experiences.

This Programme aims to enhance personal and professional practice by:-

1. Promoting collaboration and facilitating peer support networks.
2. Enabling students to maintain and develop the Defence focus of their professional practice.
3. Developing and enhancing skills of critical analysis.
4. Preparing Defence Health Care Professionals for their diverse role within a spectrum of Health Care environments.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

1. Explore the dual role of Defence Medical Services (DMS) personnel, within the Defence Health Care context.
2. Develop reflective and critical appraisal skills, to enhance the Defence Health Care provider's role.
3. Critically analyse the theories, research and evidence which underpin Defence Health Care provision.

Learning, teaching and assessment methods include

Students will be encouraged to participate in an on-going process of self-directed learning, academic supervision, and will have open access to teaching support. This will encompass self-evaluation and academic feedback, by appropriate members of staff. The objective will be to secure improvement in student performance and maximise student potential. In order to fully engage students in the learning experience a variety of teaching and learning methods are employed:

- Web based learning facilities (Moodle) will be provided to facilitate the student's development and learning needs. This can be accessed once enrolled at <http://moodle.bcu.ac.uk/health>
- Core lectures offered by a range of subject experts will present essential information. Up-to-date reading lists for each session will provide reference to current research and other appropriate sources of information.
- Discussion and debate - Students will be encouraged to discuss issues and share their experiences and knowledge throughout all sessions.
- Tutorial support will be readily available to all students through both timetable activity and upon request.
- Formative assessments will take the form of student presentations and contribution to online activities.
- Assorted group learning activities will be employed, these may include: Problem based learning, Case Studies, Action Learning Sets and World Learning Cafes. Student participation is essential for the success of these teaching methods.

Professional development using an e-portfolio

An e-portfolio allows for personal reflection of your learning experience, which is central to your development both academically and professionally and may contribute to your professional re-validation. Your e-portfolio will become the repository for your assignment submission, throughout this programme of study.

The e-portfolio provides several applications to support you as a learner and as a professional practitioner, which includes construction of a comprehensive personal profile, resume and file repository for you to demonstrate your development throughout your programme of study.

Assessment

The programme takes account of the preferred learning styles of all students therefore utilises a variety of assessment methods including:

- e-portfolio.
- Presentations.

- Essays.
- Patchwork Texts.
- Portfolio.
- Blogs and on-line forums.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown below.

BSc (Hons) (120 credits)	BSc (60 credits)	Graduate Diploma (120 Credits) (For graduates with a degree)	Graduate Certificate (60 Credits) (For graduates with a degree)
Evidence Based Practice in Defence Health Care (30 Credits) CORE Defence Health Care Governance (15 credits) CORE Diverse Nature of Defence Health Care (30 Credits) Professional Issues in Defence Health Care (45 Credits)	Defence Health Care Governance (15 credits) CORE and modules from the BSc (Hons) pathway totaling a minimum of 45 credits.	Evidence Based Practice in Defence Health Care (30 Credits) CORE Defence Health Care Governance (15 credits) CORE Diverse Nature of Defence Health Care (30 Credits) Professional Issues in Defence Health Care (45 Credits)	Defence Health Care Governance (15 credits) CORE and modules from the BSc (Hons) pathway totaling a minimum of 45 credits.

Students *may* undertake other optional modules available from within the Faculty portfolio however this must not account for more than 50% of the total Programme credits. This must be negotiated with the Programme Director and approved by NEA or cadre equivalent as it must be both militarily and professionally relevant. Accreditation of Prior Learning (APL) may incur a financial cost; this can be discussed with the Programme Director.

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, reflect on their own learning needs and are offered the following support (as appropriate) to meet those needs:

A course guide containing the module templates

Access to IT support

Access to the course team, and personal tutors

Professional Navigator

Specific Learning Disability

University and Faculty Library

Critical Analysis Sessions

Defence Medical Library Service

Moodle

Module Study Guides

Personal Development Department who offer support for critical analytical skills, reflective writing

Tutorials / Online / Telephone / Faculty Based

Access to Students Union

Criteria for Admission

The entry requirement for BSc (Hons) or BSc Defence Health Care Studies (top-up) is a qualification equivalent to a Dip HE of which 120 credits must be at academic level 4 and 120 credits at academic level 5.

The entry requirement for Graduate Diploma/Certificate Defence Health Care Studies is a first BSc (Hons)/BSc. An ordinary degree must include 60 credits at level 6.

Those individuals without sufficient academic credit, wishing to access the BSc award may be able to gain credit through either formal study, APL or, Accreditation of Prior Experiential Learning (APEL). Students in these circumstances should contact the Programme Director in the first instance.

Those students wishing to access modules on a stand-alone basis should contact the Programme Director in the first instance to determine suitability for the module.

Methods for evaluation and enhancement of quality and standards including listening and responding to the views of student.

The University, the Faculty and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programmes of study. There are a number of strategies, policies, procedures and guidance within the Faculty to ensure evaluation, enhancement of quality and standards including listening and responding to views of students. In addition where applicable professional regulatory and statutory body requirements are adhered to.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, with the Associate Dean (Quality and Commissioning), online discussion forums and surveys. Students are also invited to meet with External Examiners, attend programme Quality days and meet with any external quality monitoring programme reviewers.
- There are a number of committees where the programme team, practice partners and service-users meet to ensure that the programme is current and responsive to local and national developments and policy. These include Healthcare (Strategic) Quality Group, Profession Specific-group, Curriculum working group, Practice partner and programme team meetings. Changes to the programme are reviewed and accepted by the Faculty Minor Changes-Committee and can only be approved following consultation with students, external examiners and practice partners.
- An exception reporting annual programme monitoring report is produced each academic year which includes feedback from students. The annual programme monitoring report is reviewed and approved by students, external examiners and practice partners. Action points are raised to be developed and reviewed for the following academic year. In addition the annual programme monitoring report is peer-reviewed.
The annual report is a key document provided to professional bodies and external quality monitoring agencies.
- Assessment procedures are updated by the Centre for Academic Quality to ensure they are rigorous and fair. Bench marking statements are used to monitor achievement rates. Marking and moderating policies are in place to ensure that the procedures for assessment are transparent and students' work is reviewed by External Examiners, who also attend Programme Exam Boards, Quality Days and meet with students.
- There are committees in the Faculty that contribute to the evaluation and on-going quality monitoring. Policies, procedures and guidance are scrutinised by the Faculty Academic Board.