Programme Specification

Advanced Diploma in Professional Studies / BSc /Graduate Certificate Dimensions in Health Care

BSc (Hons) Dimensions in Health Care

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 https://icity.bcu.ac.uk/health, (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:	**Birmingham City University**
Interim Awards and Final Award:	**BSc (Hons) Dimensions in Health Care**
	Advanced Diploma in Professional Studies Dimensions in Health Care
	BSc (Hons) Dimensions in Health Care
	Graduate Certificate Dimensions in Health Care
Programme Title:	**Dimensions in Health Care**
Main fields of Study:	**Health**
Modes of Study:	**Full-Time / Part-Time**
Language of Study:	**English**
UCAS Code:	**N/A**
	B700
JACS Code:	

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

QAA Code of Practice Section 9: Work-based and placement learning (2007) where placements are integral to the programme

NHS Knowledge and Skills Framework

Programme philosophy and aims

The wider Learning Beyond Registration (LBR) philosophy underpins the educational provision within this programme. Education should be flexible and enable people to focus on the area of study that most suits their needs and where appropriate, their employer's needs. Flexibility needs to be linked to sound judgements and measurements to demonstrate students have met the requirements of the awards. Crucial to this is appropriate monitoring and support for students so that their educational aspirations can be matched against their own academic history and objectives, organisational / employer needs and the academic quality and rigour required by the University.

The programme reflects the learning and teaching philosophy of the University enabling students to focus on their learning. Any educational provision needs to take advantage of the changes in technology that allow for different modes of delivery. The student however should still have the personal interaction and support as they progress through their studies from pre admission to final award achievement and completion of their studies.

A flexible educational provision needs to be able to respond to changing health care needs and to strategy documents. Programmes should be developed with clinical partners based on on-going demand where the high quality care is seen as being underpinned by high quality education.

The LBR provision is seen as adding value. That is value to the student experience and to their worth in the clinical area in which they practice. It is also seen as having high value for stakeholders. The LBR educational provision is seen as being integral to the development of stakeholders' staff and that a source of high quality educational development delivered with a partnership approach is seen within the Faculty of Health.

The approach reflects the philosophy through the use of a flexible delivery within the programme. Modules of study incorporate different modes of study encompassing e learning, guided study through to more traditional methods.
Students are supported by module and pathways leaders alongside the Professional Navigator to ensure monitoring of progress and suitable guidance is maintained to ensure the student achieves the award required**.**
The programme is based on close links with health care, reflecting current evidence, current and future diversity of health care practice, the willingness to question practice and to enhance care management through working across multi professional boundaries.

The aims of the programme are to:
1. To develop the student's expertise (including specialist knowledge and clinical skills) in the planning, delivery and evaluation of evidenced based care to address people's complex health and wellbeing needs in relation to degree (level 6) studies.

2. To facilitate an educational programme that meets the individual student's needs and will contribute to their own development (and the development of others) within health care

3. To enhance the student's ability to gather, analyse and present extensive and/or complex data and information that informs evidence based health care within their area of practice.

4. To further develop the student's ability to work in partnership with others in developing and appraising quality and service improvements.

5. To promote equality and value diversity.

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

Learning Outcomes[1]
1. Demonstrate an analytic approach to and where applicable, be fit for purpose ,demonstrating expertise in the planning, delivery and evaluation of evidenced based care to address people's complex health and well-being needs.
This will be achieved by successfully completing all relevant level 6 assessments and engaging in the learning experience.

2. Meet individual learning needs enhancing their development in line with relevant Personal Development Planning.
This will be achieved by 1) discussing, where relevant, individual learning needs with module, pathway leaders and the Professional Navigator 2) relating achievement on the programme to their own personal and professional development within their practice.

3. Critically analyse complex data that informs evidence based practice.
This will be achieved by utilising and analysing evidence to underpin learning activities and assessments within the programme.

4. Demonstrate the ability to work in partnership with others with the willingness to critically appraise the contribution of all parties to the management of care.
This will be achieved by completion of relevant assessment modes and engagement with others in the learning experience.

5. Appreciate and analyse the equality and diversity issues influencing their patient group.
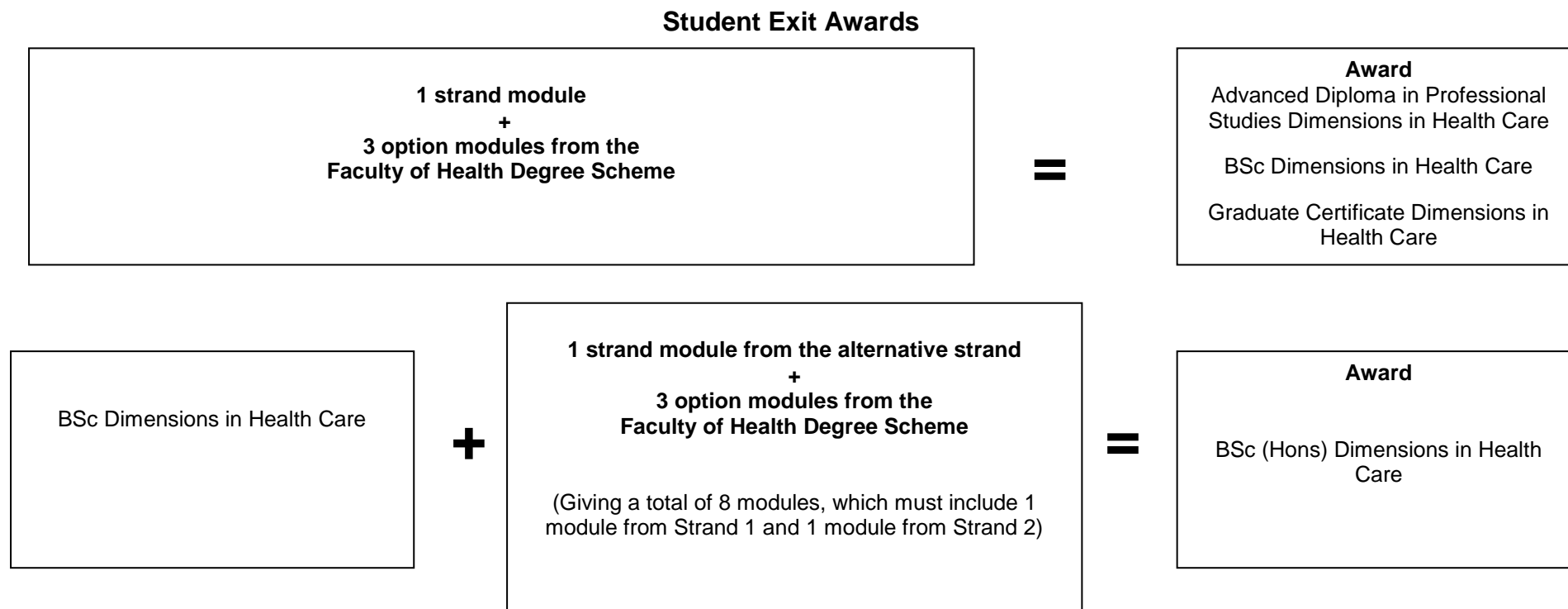This will be achieved via assessment and engagement in the learning experience.

Learning teaching, and assessment methods used

- Knowledge and understanding are acquired through formal lectures, student-lead & tutor lead seminars, case studies, discussion forums, classroom presentations, debates, learning contracts, action learning sets and where applicable, experiential learning. The student will be expected to undertake other directed independent learning activities at all stages of the award which will be supported by for example a learning journal and e-learning using the Birmingham City University MOODLE system. Emphasis is placed on guided, self-directed and student-centred learning, with increasing independence of approach, thought and process.

- The acquisition of academic skills and the utilisation of research findings are central to the learning strategy of the programme. Acquisition of academic skills underpins the academic learning gained within this programme and is integral to the use of evidence within professional practice. The completion of the assessments within the pathway will ensure that students undertake searches of literature and research in order that they can critically analyse the most up to date best practices within Health Care

- Experiential learning where appropriate, will be incorporated into learning and teaching, which will encourage a reflective approach.

- Assessment is both formative and summative and includes submission of assignment plans, coursework, assignment work, assessed presentations, viva voce, and clinical competencies (if appropriate). These assessments encourage students in personal growth supporting their learning process and ensuring their knowledge and skills are current within Health Care

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

The degree is a two year part time modular course run on a day release basis for most students. However there are other modules with different delivery modes. These modes will be dependent on student numbers, Moodle delivery, independent study and work based approaches.

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

Student Exit Awards

1 strand module **+** **3 option modules from the** **Faculty of Health Degree Scheme**	**Award** Advanced Diploma in Professional Studies Dimensions in Health Care BSc Dimensions in Health Care Graduate Certificate Dimensions in Health Care

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BSc Dimensions in Health Care	**1 strand module from the alternative strand** **+** **3 option modules from the** **Faculty of Health Degree Scheme** (Giving a total of 8 modules, which must include 1 module from Strand 1 and 1 module from Strand 2)	**Award** BSc (Hons) Dimensions in Health Care

+ ... **=**

NB – This model assumes the selection of single modules of 15 credit value. Where a double or triple module is selected the total required number of credits (i.e. 60 or 120) rather than the number of modules should be considered.

Dimensions in Health Care Award Framework Strand modules, Optional Modules and Subject Pathway List

Strand 1
(15 credit modules)

Communication in Health and Social Care

End of Life Care **or** Nature and Scope Of Paediatric Palliative Care

Preparation for Mentors

Diversity and equality

Ethics and Legal Studies

Studying a Negotiated Topic in Health and Social Care Practice

Essential Academic Skills for Study

Strand 2
(15 credit modules)

Introduction to Effective Pain Management

Infection Prevention & Control

Workforce Development for Health

Leadership and Innovation

Excellence in Care & Patient Safety

Evidence Based Practice

Profiling Prior Learning

Options

-Administration Of Anti-Cancer Drug Therapy
-Contemporary Clinical Practice in Continence Care
-Developing Intraoperative Practice
-Developing Specialist Practice in Health and Social Care
-Development of Multiple Sclerosis Care and Management for Specialists
-Diagnostic And Therapeutic Endoscopy
-Early Identification and -Management of Chronic Kidney Disease
-Epilepsy Care and management
- Fundamentals of nutrition in health
-High Dose Therapy and Stem Cell Transplant
-Independent Study
-Introduction to Fundamental Aspects of Neonatal Care
-Management of the Acutely Ill Adult
-Multiple Sclerosis –Diagnosis & treatment strategies
-Multiple Sclerosis Psychosocial Perspectives
-Neurology
-Paediatric High Dependency
-Paediatric Stoma Care and Continence Management
-Postural Awareness and Ergonomics Training: A Lifestyle Change
-Principles of gastroenterology
-Principle of teaching and education in health
-Project Based Learning
-Primary Care Mental Health and Well Being
-RAPID
-Skills for contraceptive and reproductive health
-Stroke Care

Subject Pathways

Acute Care

Adult Critical Care

Applied Biomedicine

Burns, Plastic and Maxillofacial Surgery

Cardiac and Cardiothoracic Practice

Clinical Neurosciences

Diabetes Care

Hepatology

Health Policy, Management and Leadership

Haematology and Cancer Care

Infection Prevention and Control

Musculoskeletal

Neonatal Critical Care

Paediatric Intensive Care

Pain Management

Palliative and End of Life Care

Perioperative Practice

Sexual Health

Tissue Viability

Support for Learning including Personal Development Planning (PDP)

What is PDP?
PDP has the following definition.
A structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development.

PDP is:
- a structured process that is integral to learning at all levels
- concerned with learning in a holistic sense (in academic, personal and professional contexts)
- an inclusive process, open to all learners
- something that an individual does with guidance and support which decrease as personal capability is developed so that it becomes self-sustaining
- a process that involves self-reflection, the creation of personal records, and planning and monitoring progress towards the achievement of personal objectives intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and employers).

The primary objectives of PDP are to enhance the capacity of learners to reflect, plan and take responsibility for their own learning and to understand what and how they learn.
PDP is based on the skills of reflection and planning which are integral to knowing how to learn in different contexts and to transfer that learning throughout life.

HE employs a variety of strategies to encourage learners to reflect upon and evaluate their own learning experiences and plan for their own development. A variety of terms are used to describe a process of reviewing and recording learning and achievement and action planning which reflects the objectives of PDP. These include personal profiling, personal and academic records, development plans, progress files, learning portfolios, e-portfolios, learning logs, and diaries. Many of these terms emphasise that formal and informal records can help

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:
The use of the Web Based prospectus
Guidance from practice based professional development
Appraisal led systems in practice
- A Route and Award Student Handbook containing information specific to the Route and Award and its modules
- A Faculty Staff/Student handbook containing information relating to the Faculty and the University
- Guidance in the choice of modules from module, pathway leaders and the Professional Navigator
- Access to IT support staff and dedicated Faculty library staff
- Support for academic skills such as referencing, essay writing, critical analysis and nursing mathematics from the Faculty's Personal Development Centre
- Access to the University's Student Services that include assistance and support for learning skills, careers advice, financial advice, medical and disability services, crèche, counselling and chaplaincy.
- Support from the Students' Union for a range of services.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The University, Faculty Health and the programme team are committed to continuous evaluation, quality monitoring and enhancement of programme of study. There are a number of strategies, policies, procedures and guidance that are in place within the Faculty of Health 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 too.

- Students' views can be expressed in Boards of Studies, module, placement and programme evaluations, online discussion forums and surveys. Students are also invited to meet with External Examiners, attend Programme Quality Days and meet with 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 Academic Standards and Quality Enhancement 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.
- Where the programme has placements the Department of Practice Learning undertakes audit and evaluation of students learning opportunities. Practice documentation is moderated with practice partners. A Moodle support page is available for mentors.
- Assessment procedures are updated by the Academic Quality Office to ensure that 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 have opportunity to meet with students.
- There are committees in the Faculty of Health that contribute to the evaluation and on-going quality monitoring. The Executive committee and Faculty Board are the overarching committees in the Faculty of Health. Policies, procedures and guidance is scrutinises by the Faculty Academic Standards and Quality Enhancement Committee