

De Montfort University

Course Template

1. Basic information

- Course Name: Applied Health Studies
- Course Code: PH177T
- Level (UG, PG): Postgraduate Taught
- Academic Period: 2015
- Faculty: HLS - Faculty of Health & Life Sciences
- Department: School of Applied Social Sciences
- PMB: APSS
- Offered at: DM - DMU Leicester
- Type (single, joint.): SI
- Highest Award : Master of Arts
- All possible exit awards : Institutional Postgraduate Credit; Postgraduate Certificate; No Formal Postgraduate Qualification; Postgraduate Diploma
- Award notes : This generic pathway is generally used at the start of the programme when students are unsure about which named route they wish to take.

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

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- Modes of attendance: Main MOA: Part-Time
Other MOA: Full-Time
- Mode Notes: Most students are PT.
- Course leader: Sally Ruane

2. Entry Requirements and Profile

- A good 2:1 honours degree or above in a relevant subject
- **Or** a good 2:2 honours degree or above plus relevant professional experience
- **Or** a portfolio of professional qualifications and/or academic qualifications of equivalent standing to an honours degree
- **Or** an appropriate Postgraduate Diploma at a good standard

In English is not your first language then an IELTS score of 6.5 or equivalent when you start the course is essential. Free English language tuition delivered by our British Council accredited Centre for English Language Learning is available both before and during the course.

3. Course Description

Characteristics and Aims

Applied Health Studies draws on the social sciences to provide an academically stimulating and vocationally relevant approach to understanding and analysing contemporary developments in health and social care management and research. The subject enables students to explore health issues and the delivery of health care through a range of disciplinary approaches. Applied Health Studies prepares students to work in a wide range of health related

careers including health service administration and management, health research, the health and social welfare voluntary sector and teaching at primary and tertiary levels; alternatively those in professional work can transfer acquired knowledge into their workplace and role and help advance their careers. For those who possess a formal health professional qualification, this subject challenges students to apply a knowledge of contemporary issues in health and health care to their respective areas of health professional practice.

Teaching, Learning and Assessment Strategies

The teaching and learning strategy aims to be efficient and motivating in the transfer of theoretical and, where appropriate, practical knowledge, and to engage students in actively negotiating, constructing and evaluating learning. Considerable emphasis is given to developing student-centred learning with potential application to workplace settings. This process is begun in the postgraduate certificate and postgraduate diploma stages of the programme where student-led seminars, individual presentations and other participatory exercises are introduced. To achieve these aims, the following methods will be used:

lectures
seminars
workshops
independent study
supervised study
library work
visiting speakers
project work

Students will be expected to use a variety of library search facilities, which include abstracting services, the Internet, materials from books, journals, documentary and relevant local, national and international agencies and publications. Students have access to electronic facilities through the University Library where required and Blackboard as the virtual learning environment.

The teaching and learning strategy is evaluated by students and monitored and evaluated by module co-ordinators and the programme management team.

4. Outcomes

Generic outcome headings	What a student should know and be able to do upon completion of the course
<ul style="list-style-type: none"> Knowledge & understanding 	<p>Apply an interdisciplinary and inter-professional approach to the study of health and health care.</p> <ul style="list-style-type: none"> · Critically analyse current theoretical issues in the academic study of health and health care and (where appropriate) apply their knowledge to professional practice in the delivery of health care. · Critically evaluate both the current and the evolving structure and management of health care organisations. · Critically evaluate the socio-political context of health policy and strategy. · Critically evaluate research in health and health care and critically appraise the relevance of different processes, strategies

	<p>and methods in conducting applied health research.</p> <ul style="list-style-type: none"> · Demonstrate the ability to critically appraise methodological issues in a further specialist area of research. · Critically evaluate equal opportunities issues in health and health care and operate within an anti-discriminatory framework.
<ul style="list-style-type: none"> • Cognitive skills 	<ul style="list-style-type: none"> · Use language and presentation skills to articulate opinions and formulate arguments effectively in speech and in writing and to explain and justify decisions taken and judgements made. · Interpret information from diverse sources and make informed judgements even when information is not complete. <p>Learn independently through formulating problems, identifying relevant sources and retrieving information, selecting appropriate investigative methods and producing a coherent and reflexive account.</p>
<ul style="list-style-type: none"> • Subject specific skills 	<ul style="list-style-type: none"> · Apply concepts and theories drawn from a range of disciplines in a critical discussion of health policy, health management and health research. · Make appropriate use of evidence and theory to develop independent arguments and draw independent conclusions in relation to health policy, health management and health research. · Draw upon a range of theoretical and conceptual resources to examine and evaluate both academic analyses and practical interventions in health and health care. · Demonstrate an appropriate degree of competence in data collection, analysis and interpretation using a variety of methods appropriate to their subject area.
<ul style="list-style-type: none"> • Key Skills 	<ul style="list-style-type: none"> · manage time effectively and work independently as well as in collaboration with others. · plan and manage a project. · engage in different modes of learning, including through the feedback of tutors and peers within a multi-professional and multi-disciplinary setting, and reflect upon this learning.

	<ul style="list-style-type: none"> · communicate complex ideas and arguments effectively in writing and orally and select appropriate modes of communication, including numerical modes. · competent in the use of information technology and in utilising effectively on-line forms of learning support and computer aided techniques for data analysis.
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5. Structure and Regulations

Relationship Details

<u>Module</u>	<u>Credits</u>	<u>Level</u>	<u>Take/Pass</u>		<u>Semester</u>	<u>Locations</u>
HEST5001	30.00	5	Both	1	DM	
HEST5002	30.00	5	Must Pass		2	DM
HEST5003	30.00	5	Must Pass		1	DM

Structure

Structure notes

- 1 Course Specific Regulations
- 2 Limited accreditation of prior learning is possible in certain circumstances. Student normally study Hest5001 prior to Hest5005 but flexibility may be possible in certain circumstances.

Course Specific Differences or Regulations

- 1 Students who successfully pass all modules on the Postgraduate Diploma are eligible for the award of PGDip in Applied Health Studies (Research/Management). Where students successfully complete all postgraduate modules and achieve a pass of at least 50% in at least half of their modules, they will be eligible to progress onto the MA Applied Health Studies. Where a student gains exemptions from modules as a result of previous study, this rule operates pro rata. That is, at least 50% of the modules s/he takes on this course must be passed at 50% or above. Students who commence their Dissertation studies prior to formal progression do so at their own risk.

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Numbers at sites, including partner institutions

- 1 N/A
- 2

Relevant QAA Subject Benchmarking statement(s)

- 1 N/A
- 2

6. Quality Assurance Information

QA of Workbased Learning

N/A

Liaison with Collaborative Partners

N/A

Procedures for Maintaining Standards

As per DMU normal QA procedures.

Course Handbook Descriptor

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