

De Montfort University

Course Template

1. Basic information

- Course Name: Health Studies
- Course Code: PH032C
- Level (UG, PG): Undergraduate
- 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.): JO
- Highest Award : BA/BSc (Honours)
- All possible exit awards : Bachelor of Arts; BA/BSc; Bachelor of Arts (Honours); Bachelor of Science; Bachelor of Science (Honours); Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:
- Exemption by Professional/Statutory body:
- Details
- Modes of attendance: Main MOA: Full-Time
Other MOA: Part-Time
- Mode Notes:
- Course leader: Mary Larkin

2. Entry Requirements and Profile

UCAS Points Minimum of 260 points
GCSEs
<ul style="list-style-type: none">• At least 5 GCSEs at grade C or above including English. Not required if entrance via the children, families and community health FD at DMU associate colleges• Alevels• At least 160 points from 2 A levels with a specified subject at grade C or above• BTEC• BTEC National Diploma - Distinction/Merit/Merit• BTEC National Certificate - only in combination with other accepted qualifications• BTEC National Award - only in combination with other accepted qualifications• BTEC Extended Diploma (3 A2s) - Distinction/Merit/Merit• BTEC Diploma (2 A2s) - Distinction*/Distinction• BTEC 90 credit Diploma - only in combination with other accepted qualifications• BTEC Subsidiary Diploma (1 A2) - only in combination with other accepted qualifications• BTEC certificate (1 A1) - only in combination with other accepted qualifications

Access course
Pass. English GCSE equivalency required, 12 level 2 credits
Interview: Yes
Work Experience: No

International students: If English is not your first language, we require an English language level of IELTS 6.5 or equivalent.

Personal Statement selection criteria

- Clear communication skills, including good grammar and spelling
- Information relevant to the course applied for
- Interest in the course demonstrated with explanation and evidence
- If relevant for the course - work and life experience

3. **Course Description**

Characteristics and Aims

The joint honours diet provides the opportunity for students to understand and analyse contemporary developments in health and health care, through a range of disciplinary approaches, drawn particularly from the social sciences. It offers to students the opportunity to explore a range of health-related theories and concerns to develop essential life skills. Central theories and concerns include the exploration of health as a human experience mediated by individual, societal and global contexts, and the political and institutional arrangements governing health care. Students are able to engage in a critical evaluation of distinct conceptualisations of health and illness and diverse influences upon health and health inequality.

While the main emphasis of the course is contemporary and British, the course offers the opportunity for the historical analysis of health and health care and for an examination of the global processes shaping health and illness. It will also enable students to acquire and deepen communication skills, both written and verbal, problem-solving skills and an ability to work both independently and as part of a team. Students' existing information technology and study skills will be significantly strengthened.

The course offers good opportunities to those who wish to pursue a career in a range of administrative and management positions within health and social welfare institutions, as well as a sound academic foundation for those wishing to undertake further study, research or professional training, for example, teaching at primary or FE levels or probation. This flexible course, including a range of specialist options, allows students to develop a profile of modules suited to their particular academic interests and career needs.

The course draws particularly upon the research expertise of staff in areas such as health policy and health care management, caring, ethnicity and health, artificially assisted reproduction and community and public health.

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.

Learning, Teaching & Assessments

Learning, teaching and assessment strategies will enable the development of reflective and critical approaches to the study of health and health care. These strategies will reflect the contested and multi-dimensional nature of health studies and facilitate active student participation. They will also progressively build upon the student's previously acquired subject-specific knowledge and study skills.

Learning, teaching and assessment strategies will enable students to:

- locate and select appropriate resource materials

- critically analyse and evaluate health and its representations
- construct coherent arguments from a range of contested perspectives
- communicate effectively in a variety of modes
- develop independence in learning
- formulate questions, initiate, and carry out health-related projects
- make judgements and use a range of approaches in problem-solving
- develop lifelong learning skills.

Some or all of the following may be used:

- small group discussion
- seminars, tutorials and practicals
- group work
- self-directed learning
- projects
- lectures
- visiting expert speakers
- computer-assisted learning
- presentations
- simulations
- workshops

Upon successful completion of the course, students will be able to offer employers the ability to:

- communicate with others in a clear and articulate manner, verbally and in writing, using appropriate academic conventions
- present ideas and arguments verbally in formal presentations and seminars, and informal discussions in a variety of environments
- work with others in the preparation and presentation of group work, and take responsibility for an agreed area of a shared activity
- negotiate informally with peers and formally with members of organisations
- identify and propose solutions to problems, both in relation to the substantive areas of health studies and to other educational and social issues
- work independently and identify personal needs for skill development on an ongoing basis
- recognise issues relating to equal opportunities, and identify appropriate action in relation to such issues
- use information technology to store, retrieve and produce material for health studies coursework, drawing on skills in the use of word processing, databases and spreadsheets as appropriate to the task
- gather and analyse relevant information from a wide variety of sources using appropriate manual and electronic systems
- reflect on and review progress in their own studies, and seek assistance or guidance as appropriate in order to enhance their own personal development.

The course includes both formative and summative assessment. Feedback on assessment activities is essential for student development and progression. Methods of assessment reflect progression within the programme of study, assess both knowledge and skills and enable students to demonstrate their level of attainment of subject-specific and generic knowledge, understanding and skills. The use of diverse assessment strategies meets the varied needs of students and offers them the opportunity to demonstrate achievement of learning outcomes.

These include:

- a range of written and oral presentations, such as seminar presentations, essays.
- examinations, whether seen, unseen or open book
- case studies
- use of precis, reflective diaries, critiques or portfolios
- classroom based phase test assessment
- projects, dissertations and independent study

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>Knowledge & understanding</p> <p>Demonstrate a critical, extended and in-depth knowledge of selected themes and topics in health, illness and health care based upon a multidisciplinary approach</p> <p>Demonstrate a critical understanding of some determinants of health and illness from different theoretical and philosophical perspectives</p> <p>Demonstrate a critical knowledge of diversity in relation to aspects of the following: health status, health experience, receipt of health care and the meaning and values associated with health</p> <p>Demonstrate appropriate knowledge of theoretical and professional rationales concerning health care organisation and health interventions</p> <p>Demonstrate appropriate understanding of the central theoretical arguments and paradigms in health research and the central place of research activity in the construction of health knowledge</p>
<ul style="list-style-type: none"> • Cognitive skills 	<p>Cognitive skills</p> <p>Use enhanced language skills to articulate opinions and formulate arguments effectively in speech and writing</p> <p>Be able to learn independently and show good ability for self-reflection</p> <p>Contribute pro-actively to the aims and organisation of a team</p>
<ul style="list-style-type: none"> • Subject specific skills 	<p>Subject specific skills</p> <p>Apply concepts and theories, drawn from a range of disciplines but particularly those of the social sciences, in critical discussion of health, illness and health care</p> <p>Make appropriate use of evidence and theory to develop independent arguments and draw independent conclusions on health and health issues</p> <p>Draw upon a range of theoretical and conceptual resources to examine and evaluate academic analyses of health and health care and/or practical interventions in health policy and health care delivery</p>

	<p>Use knowledge of the multidisciplinary nature of health to analyze health and health issues in a range of health contexts, such as between individual and institutional contexts, or between national, international and glocal contexts</p> <p>Apply an appropriate critical framework to use and evaluate research in health studies</p>
<ul style="list-style-type: none"> Key Skills 	<p>Key Skills</p> <p>Use ITC competently and effectively</p> <p>Use, in an argument, information derived from primary sources</p> <p>Deploy research skills, including scholarly information retrieval skills involving the ability to gather, sift and organise material independently and critically and evaluate its significance</p> <p>Be able to solve problems by clarifying questions, considering alternative solutions and evaluating outcomes</p>

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>
HEST1108	15.00	1	Must Take	2	DM
HEST1110	30.00	1	Must Take	Y	DM
HEST1111	15.00	1	Must Take	1	DM
HEST2119	30.00	2	Neither	Y	DM
HEST2120	30.00	2	Neither	Y	DM
HEST2125	30.00	2	Neither	Y	DM
HEST3109	30.00	3	Neither	Y	DM
HEST3118	15.00	3	Neither	2	DM
HEST3119	15.00	3	Neither	1	DM
HEST3127	30.00	3	Neither	Y	DM
HEST3202	30.00	3	Neither	Y	DM
HEST3203	15.00	3	Neither	1	DM
HEST3204	15.00	3	Neither	2	DM
HEST3213	30.00	3	Neither	Y	DM

Structure

Structure notes

Course Specific Differences or Regulations

Numbers at sites, including partner institutions

Relevant QAA Subject Benchmarking statement(s)

6. Quality Assurance Information

QA of Workbased Learning

N/A

Liaison with Collaborative Partners

N/A

Procedures for Maintaining Standards

On completion of the course modules students will complete a semi structured questionnaire, which will incorporate open ended questions designed to capture the student experience of all aspects of the module. In addition students will complete an annual semi structured questionnaire to ascertain students' overall views of each level.

Two student representatives from each year meet with staff twice each semester in a staff student consultative committee. These committees will be minuted, discussed at team meetings and tabled at the PMB and the subject staff meetings.

Each year several students meet with the External Examiners to review the course. Their comments are discussed with staff, included in the External Examiners' reports and responded to accordingly

A sample of coursework and examination work for each module will be internally moderated by a member of academic staff team. Samples comprise all those with marks of 70+, all under 40 and borderline fails (i.e. 40 and 41) highest (if not 70+) and lowest mark (if not a fail or borderline fail) and one mid 40s, 50s, and 60. Any problematic scripts are also be included. The sample size should be between 5% and 10%. At level 2 and 3, samples are also moderated by External Examiners.

Each Module Leader will produce a biannual module evaluation report. The report will present and respond to the student views, the external examiner views and the internal moderator view. It also considers progression, resources, the syllabus (especially in relation to subject benchmarks, subject developments and staff research). These reports are presented to the ASSHSYC PMB management. Any major issues are included in the PEP.

Peer review of teaching will take place to identify and share good practice. Formal classroom observation reports feed into the staff appraisal process and staff mentoring procedures.

The External Examiners monitors management of the course, assignment titles and examination papers prior to their issue to consider their appropriateness with respect to syllabus and level, syllabus and assessment changes and modifications. This is facilitated by the PEP and furthered through discussions with staff.

The ASSHSYC PMB has prime responsibility for the planning, design, implementation and management of all aspects of modules and courses. Its terms of reference and relationship to other Faculty and University panels and committees concerned with quality assurance are contained in the Undergraduate Modular Scheme Handbook and Regulations.

Course Handbook Descriptor